Clarksville Charter School

Regular Scheduled Board Meeting

Date and Time

Thursday May 27, 2021 at 6:30 PM PDT

Topic: CCS GB Meeting
Time: May 27, 2021 06:30 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://zoom.us/j/91803937519

Meeting ID: 918 0393 7519
One tap mobile
+16699006833,,91803937519# US (San Jose)
+13462487799,,91803937519# US (Houston)

Dial by your location
+1 669 900 6833 US (San Jose)
+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 918 0393 7519
Find your local number: https://zoom.us/u/acwEweyJ8A

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized,

standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
A.	Record Attendance			1 m
B.	Call the Meeting to Order		Emily Allen	1 m
C.	Approval of the Agenda (p. 1-4)	Vote	Emily Allen	1 m
D.	Closed Session Public Employee Performance Evaluation: Executive Director Conference with Legal Counsel: Anticipated Litigation Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of section 54956.9: (one case)	Vote	Representative from Young, Minney, & Corr	20 m
E.	Announcement of Any Action Taken in Closed Session		Emily Allen	5 m
F.	Public Comments			2 m
G.	Approve Minutes (p. 5-10)	Approve Minutes		1 m
H.	Executive Director's Report (p. 11-26)		Jenell Sherman	10 m
II.	**Finance**			**7:11 PM**
A.	April Financials (p. 27-52)	Vote	Darlington Ahaiwe	10 m
B.	Expanded Learning Opportunities (ELO) Grant Plan (p. 53-56)	Vote	Darcy Belleza	5 m

		Purpose	Presenter	Time
C.	Discussion and Potential Action on Executive Director Compensation Study (p. 57-58)	Vote	Emily Allen and Kathi Daugherty	5 m
D.	Stipend Chart (p. 59-61) Stipends for 21-22 School Year	Vote	Jenell Sherman	5 m
E.	Extra Duty Stipend Contract (p. 62-63) This contract outlines the responsibilities for extra duty stipend positions	Vote	Jenell Sherman	5 m
III.	**Operations**			**7:41 PM**
A.	Benefits Package Options for 2021-2022 (p. 64-104)	Vote	Royce Gough	5 m
B.	Teacher Induction Program and Policy (p. 105-109)	Vote	Jenell Sherman	5 m
C.	Employee Handbook 2021-2022 (p. 110-137)	Vote	Darcy Belleza	5 m
IV.	**Academic Excellence**			**7:56 PM**
A.	Application for Establishment of a California Cadet Corps (p. 138-150)	Vote	Jenell Sherman	5 m
B.	Local Control and Accountability Plan and Budget Overview for Parents (p. 151-211)	Vote	Darcy Belleza	10 m
C.	Vote to Open Public Hearing	Vote	Emily Allen	1 m
D.	Public Hearing for Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) (p. 212)	Vote	Darcy Belleza	5 m
E.	Vote to Close Public Hearing	Vote	Emily Allen	1 m
V.	**Governance**			**8:18 PM**
A.	Discussion and Potential Action on Board Meeting Date Change for June 2021 and Calendar for the 2021-2022 School Year (p. 213-214)	Vote	Jenell Sherman & Darcy Belleza	5 m

		Purpose	Presenter	Time
	Proposed date change for June Governing Board meeting is Monday, June 14, 2021 at 6:30 PM. Current June 2021 Board meeting is scheduled for June 24, 2021.			
B.	Upcoming Compliance Items (p. 215-216)	FYI	Darcy Belleza	5 m
C.	Governing Board Vacancy	FYI	Darcy Belleza	2 m
	CCS has two openings for board members beginning on July 1. Kristie Nicosia will work within a working group with Ms. Dalebout. Board recommendations will be presented at June 2020 board meeting.			
VI.	**Closing Items**			**8:30 PM**
A.	Board of Director's Comments & Requests	Discuss		2 m
B.	Announcement of Next Regular Scheduled Board Meeting Proposed: June 14, 2021 at 6:30 p.m. Calendar: June 24, 2021 at 6:30pm	Vote	Emily Allen	1 m
C.	Adjourn Meeting	Vote	Emily Allen	1 m

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

Note: The 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 (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Approve Minutes (p. 5-10)

Section: I. Opening Items
Item: G. Approve Minutes (p. 5-10)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Scheduled Board Meeting on April 29, 2021
2021_04_29_board_meeting_minutes (3).pdf

APPROVED

Clarksville Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Thursday April 29, 2021 at 6:30 PM

Zoom Link: https://zoom.us/j/99211506364

Meeting ID: 992 1150 6364
Join by Phone: (669) 900-6833

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Directors Present
Emily Allen (remote), Kathleen Burwell-Callero (remote), Kelley Laliberte (remote), Keri Dalebout (remote)

Directors Absent
Lisa Jobe

Guests Present

Bryanna Brossman (remote), Darcy Belleza (remote), Jenell Sherman (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Emily Allen called a meeting of the board of directors of Clarksville Charter School to order on Thursday Apr 29, 2021 at 6:35 PM.

C. Approval of the Agenda (p. 1-3)

Kathleen Burwell-Callero made a motion to approve the agenda.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call
Lisa Jobe Absent

D. Public Comments

E. Approve Minutes (p. 4-9)

Keri Dalebout made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-25-21.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approve Minutes (p. 10-15)

Kathleen Burwell-Callero made a motion to approve the minutes from Special Board Meeting on 04-13-21.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Closed Session

Kathleen Burwell-Callero made a motion to move into closed session at 6:39 pm.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.
Keri Dalebout made a motion to to move out of closed session at 6:53 pm.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Announcement of Any Action Taken in Closed Session

The Board reported that no action was taken in closed session.

I. Executive Director's Report (p. 16-33)

The Board Received an update on the following items:

- Letter of Intent and Open Enrollment
- Timeline for New Students
- Homeschool Info Meeting
- Staff Update
- Sequoia Grove Schools
- Hiring Updates
- English Learner Update
- Special Education
- Student Support
- Assessment Update
- Program Planning with Sequoia Grove

J. Sequoia Grove Charter Alliance Update (p. 34-38)

The Board received an update from Royce Gough about the Sequia Grove Charter Alliance.

II. Finance

A. March Financials (p. 39-64)

Keri Dalebout made a motion to approve the March Financials.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 2019-2020 Annual Audit (p. 65-103)

Kelley Laliberte made a motion to approve the 2019-2020 annual audit.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Acknowledgment Resolution for the Selling of Additional Receivables to Charter School Capital (p. 104-107)

Keri Dalebout made a motion to approve the Acknowledgment Resolution for the Selling of Additional Receivables to Charter School Capital.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. California Department of Education (CDE) Approved Federal Addendum (p. 108-129)

Keri Dalebout made a motion to approve the California Department of Education (CDE) Approved Federal Addendum.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Operations

A. Discussion and Potential Action on the Resolution 2021-4: Spin-off of School Participant Accounts from the Inspire Plan (p. 130-133)

Kathleen Burwell-Callero made a motion to Resolution 2021-4: Spin-off of School Participant Accounts from the Inspire Plan.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Governance

A. Discussion and Potential Action on Board Terms (p. 134)

The Board discussed that both Emily Allen and Kathleen Burwell-Callero terms end on June 30, 2021 and that steps need to be taken to fill the vacancies.
Kathleen Burwell-Callero made a motion to to approve to have the staff set up an informal working group consisting of staff members and one Board member, Keri Dalebout. The group is to take steps to advertise the vacancy, collect resumes and/or applications, interview candidates, and make recommendations to the Board.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discussion and Potential Action on Board Meeting Calendar for the 2021-2022 School Year (p. 135)

Keri Dalebout made a motion to approve the Board Meeting calendar to be built for next year keeping the day on Thursday and the times at 6:30 pm.
Kathleen Burwell-Callero seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Executive Director Evaluation Update (p. 136)

The Board announced that they will conduct the Executive Director Evaluation at the next regular scheduled Board Meeting.

V. Academic Excellence

A. English Learner Master Plan 2020-2021 (p. 134-165)

Keri Dalebout made a motion to approve the English Learner Master Plan 2020-2021.
Kathleen Burwell-Callero seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Local Control and Accountability Plan (LCAP) Update (p. 166-196)

The Board received an update from Darcy Belleza about the Local Control and Accountability Plan (LCAP).

C. Child Abuse Prevention and Reporting Policy (p. 197-202)

Kathleen Burwell-Callero made a motion to approve the Child Abuse Prevention and Reporting Policy.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. SELPA Master Contract (p. 203-244)

Keri Dalebout made a motion to approve the SELPA Master Contract.
Kathleen Burwell-Callero seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Board Letter to Families Supporting STAR Assessment Participation (p. 245-247)

Kathleen Burwell-Callero made a motion to approve the Board Letter to Families Supporting STAR Assessment Participation with the understanding that the final letter will be sent to the Board via one way communication.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Board of Director's Comments & Requests

None.

B. Announcement of Next Regular Scheduled Board Meeting

The Board announced the next regular scheduled Board Meeting on May 27,2021 at 6:30 pm.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Kathleen Burwell-Callero

Prepared By:

Bryanna Brossman

Noted By:

Board Secretary

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

Note: The 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 (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

APPROVED

Clarksville Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Thursday April 29, 2021 at 6:30 PM

Zoom Link: https://zoom.us/j/99211506364

Meeting ID: 992 1150 6364
Join by Phone: (669) 900-6833

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Directors Present
Emily Allen (remote), Kathleen Burwell-Callero (remote), Kelley Laliberte (remote), Keri Dalebout (remote)

Directors Absent
Lisa Jobe

Guests Present
Bryanna Brossman (remote), Darcy Belleza (remote), Jenell Sherman (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Emily Allen called a meeting of the board of directors of Clarksville Charter School to order on Thursday Apr 29, 2021 at 6:35 PM.

C. Approval of the Agenda (p. 1-3)

Kathleen Burwell-Callero made a motion to approve the agenda.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Lisa Jobe Absent

D. Public Comments

E. Approve Minutes (p. 4-9)

Keri Dalebout made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-25-21.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approve Minutes (p. 10-15)

Kathleen Burwell-Callero made a motion to approve the minutes from Special Board Meeting on 04-13-21.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Closed Session

Kathleen Burwell-Callero made a motion to move into closed session at 6:39 pm.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.
Keri Dalebout made a motion to to move out of closed session at 6:53 pm.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Announcement of Any Action Taken in Closed Session

The Board reported that no action was taken in closed session.

I. Executive Director's Report (p. 16-33)

The Board Received an update on the following items:

- Letter of Intent and Open Enrollment
- Timeline for New Students
- Homeschool Info Meeting
- Staff Update
- Sequoia Grove Schools
- Hiring Updates
- English Learner Update
- Special Education
- Student Support
- Assessment Update
- Program Planning with Sequoia Grove

J. Sequoia Grove Charter Alliance Update (p. 34-38)

The Board received an update from Royce Gough about the Sequia Grove Charter Alliance.

II. Finance

A. March Financials (p. 39-64)

Keri Dalebout made a motion to approve the March Financials.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 2019-2020 Annual Audit (p. 65-103)

Kelley Laliberte made a motion to approve the 2019-2020 annual audit.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Acknowledgment Resolution for the Selling of Additional Receivables to Charter School Capital (p. 104-107)

Keri Dalebout made a motion to approve the Acknowledgment Resolution for the Selling of Additional Receivables to Charter School Capital.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. California Department of Education (CDE) Approved Federal Addendum (p. 108-129)

Keri Dalebout made a motion to approve the California Department of Education (CDE) Approved Federal Addendum.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Operations

A. Discussion and Potential Action on the Resolution 2021-4: Spin-off of School Participant Accounts from the Inspire Plan (p. 130-133)

Kathleen Burwell-Callero made a motion to Resolution 2021-4: Spin-off of School Participant Accounts from the Inspire Plan.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Governance

A. Discussion and Potential Action on Board Terms (p. 134)

The Board discussed that both Emily Allen and Kathleen Burwell-Callero terms end on June 30, 2021 and that steps need to be taken to fill the vacancies.
Kathleen Burwell-Callero made a motion to to approve to have the staff set up an informal working group consisting of staff members and one Board member, Keri Dalebout. The group is to take steps to advertise the vacancy, collect resumes and/or applications, interview candidates, and make recommendations to the Board.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discussion and Potential Action on Board Meeting Calendar for the 2021-2022 School Year (p. 135)

Keri Dalebout made a motion to approve the Board Meeting calendar to be built for next year keeping the day on Thursday and the times at 6:30 pm.
Kathleen Burwell-Callero seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Executive Director Evaluation Update (p. 136)
The Board announced that they will conduct the Executive Director Evaluation at the next regular scheduled Board Meeting.

V. Academic Excellence

A. English Learner Master Plan 2020-2021 (p. 134-165)
Keri Dalebout made a motion to approve the English Learner Master Plan 2020-2021.
Kathleen Burwell-Callero seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Local Control and Accountability Plan (LCAP) Update (p. 166-196)
The Board received an update from Darcy Belleza about the Local Control and Accountability Plan (LCAP).

C. Child Abuse Prevention and Reporting Policy (p. 197-202)
Kathleen Burwell-Callero made a motion to approve the Child Abuse Prevention and Reporting Policy.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. SELPA Master Contract (p. 203-244)
Keri Dalebout made a motion to approve the SELPA Master Contract.
Kathleen Burwell-Callero seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Board Letter to Families Supporting STAR Assessment Participation (p. 245-247)
Kathleen Burwell-Callero made a motion to approve the Board Letter to Families Supporting STAR Assessment Participation with the understanding that the final letter will be sent to the Board via one way communication.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Board of Director's Comments & Requests
None.

B. Announcement of Next Regular Scheduled Board Meeting
The Board announced the next regular scheduled Board Meeting on May 27,2021 at 6:30 pm.

C. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Kathleen Burwell-Callero

Prepared By:
Bryanna Brossman

Noted By:

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

Note: The 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 (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Executive Director's Report (p. 11-26)

Section: I. Opening Items
Item: H. Executive Director's Report (p. 11-26)
Purpose: FYI
Submitted by:
Related Material: CCS_ May 21 ED Slides.pdf



Executive Director's Report

May 2021

CLARKSVILLE
CHARTER SCHOOL

Agenda

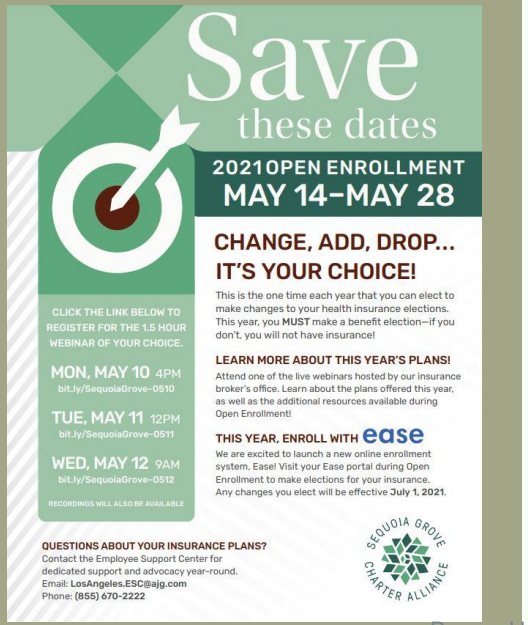
- Sequoia Grove Updates:
  - Benefits & Open Enrollment
  - Technology
- Enrollment
- Master Agreements
- ThinkSuite Update
- Enrichment Updates
- EL Updates
- Educational Services
- Community Programs
- Instructional Teams

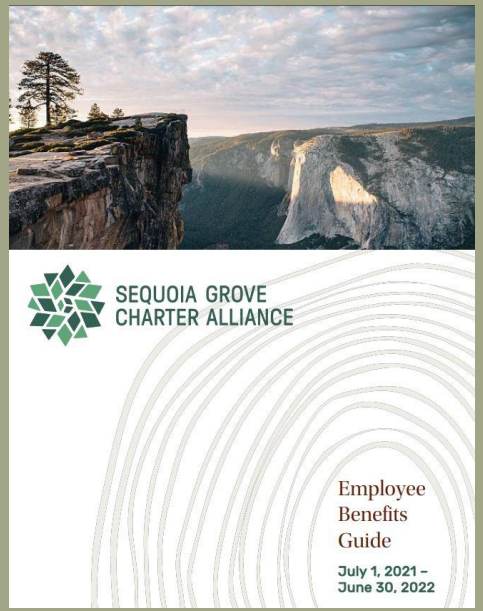




What's happening In the Grove?

Benefits 21/22!
Open Enrollment









TECH REFRESH

Sequoia Grove is in the process of surveying all staff regarding their school-issued technology to plan for upgrades to staff computers as needed.

Sequoia Grove Offices

Sequoia Grove is in the process of securing 2 office spaces for staff (CSO & Schools) work space, materials and records and tech.

Sacramento- 50 & Watt
Roseville- Douglas Blvd

underway.....

SEQUOIA GROVE CHARTER ALLIANCE

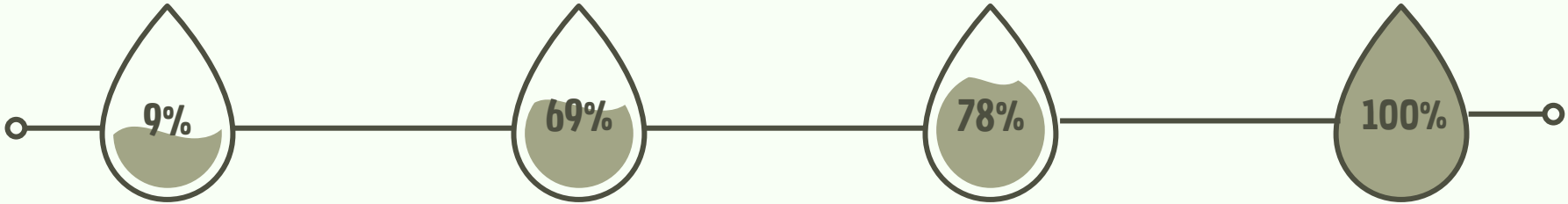

ENROLLMENT UPDATE

359
Students to fill Goal

ENROLLMENT UPDATE

CLARKSVILLE
CHARTER SCHOOL

Thank you to the team working hard to import all new students!



Confirmed Incoming New Students	Returning Students	Current Enrollment To Date	Total Number of Students Goal:
140	1136	1276	1635

278 additional students on the waitlist or in-process of Reg-Online

Congratulations to our Graduating Class of 2021



Under the direction of Shannon Breckenridge, our High School team is coordinating a very honoring Graduation for our Seniors.

WINSHIP Community School
CLARKSVILLE CHARTER SCHOOL
LAKE VIEW CHARTER SCHOOL
Feather River CHARTER SCHOOL

Last week we held a virtual Promotion for 8th Graders and for Kindergarteners





ThinkSuite Update

Agreement ends 6/30

Our schools were in a one year contract. We looked at continuing some services with them.



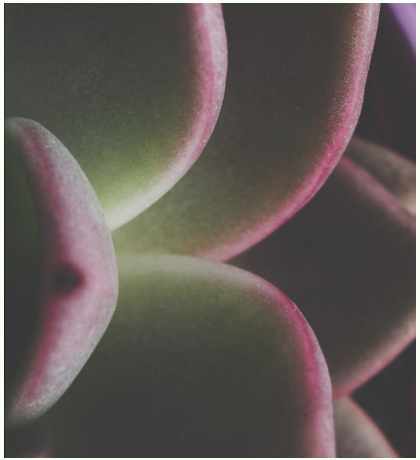
Closing

ThinkSuite/Provenance/ Inspire District Office is closing its doors 6/30.



What does that mean for us?

We have CSO ready to launch. We will need to use a new ordering system





Enrichment Updates

New ordering system will be Online Purchasing System (OPS)

- Made for schools
- Other schools use
- OPS provides training videos, but we will be working to create our own videos and text walkthroughs
- CSO and school staff will support schools with the new system

OPS
Online Purchasing System
& Library Resources



1

5/18-5/21

All Staff and Leadership trained in OPS to support families and approve orders. Families with signed MA received instructions and logins on May 21st.

2

5/24-5/31

Returning families with signed MA can pre-order products to be processed by SGCA Enrichment team in July. Orders approved by staff by EOB on June 2nd,

3

JULY 19TH

Returning students with signed MAs can begin placing orders again, to be approved when HSTs return from break, August 2nd.

4

AUGUST 2ND

All new students connect with HST and create a learning plan, sign MA, and begin placing orders. Punch-Out available & Service orders can be placed to begin 8/16.

AB 1316....what can I do?



Share

Share your Homeschooling experience with everyone, share on social media, share info from outside sources.

Write

Email, cards, letters... they all help!

Call your Representatives

Field office and Capitol Office

Show up

Keep your eyes and ears open for opportunities to show up.



THANK YOU AS ALWAYS FOR VOLUNTEERING YOUR TIME TO SERVE OUR SCHOOL! iT IS VERY APPRECIATED.

Coversheet

April Financials (p. 27-52)

Section: II. Finance
Item: A. April Financials (p. 27-52)
Purpose: Vote
Submitted by:
Related Material: Clarksville_Financial Package_April 2021.pdf

CHARTER IMPACT

Clarksville Charter School

Monthly Financial Presentation – April 2021

CLARKSVILLE - Highlights

- Year-end revenue projections decreased by $11k.
- Year-end expense projections increased by $51k.
- Year-end surplus projected at $48k. (Prior month; $111k)
- Senate Bill-740 Requirements:
  - 40/80 Expense Ratio ✓

Cert.	Instr.
45.2%	81.2%
603,545	201,849

  - 25:1 Pupil-Teacher ratio ✓

Pupil:Teacher Ratio
19.63 :1

CLARKSVILLE - Revenue

- **State-Aid- Rev:** Prior year state aid revenue adjustment.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 7,123,827	$ 6,884,333	$ 239,494	$ 10,563,851	$ 10,468,696	$ 95,155
Federal Revenue	72,938	100,498	(27,560)	210,758	137,820	72,938
Other State Revenue	852,557	682,184	170,373	1,201,727	985,879	215,848
Other Local Revenue	74,448	-	74,448	74,448	-	74,448
Total Revenue	**$ 8,123,770**	**$ 7,667,015**	**$ 456,755**	**$ 12,050,784**	**$ 11,592,395**	**$ 458,389**

CLARKSVILLE - Expenses

- **Certificated Salaries:** Payroll staffing adjustments as of 4/30.
- **Operations:** Increase in projected insurance expense.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 4,023,123	$ 3,769,887	$ (253,237)	$ 4,792,449	$ 4,523,864	$ (268,585)
Classified Salaries	437,857	413,333	(24,523)	533,397	496,000	(37,397)
Benefits	1,354,536	1,306,412	(48,125)	1,588,166	1,564,754	(23,412)
Books and Supplies	1,361,939	964,975	(396,964)	1,890,550	1,333,685	(556,864)
Subagreement Services	1,313,119	1,581,091	267,972	1,593,344	2,061,927	468,583
Operations	163,218	45,833	(117,385)	196,484	55,000	(141,484)
Facilities	55,834	54,000	(1,834)	66,205	64,800	(1,405)
Professional Services	735,003	972,303	237,299	1,149,470	1,234,309	84,839
Depreciation	1,794	1,833	40	2,160	2,200	40
Interest	168,649	174,972	6,323	190,457	185,441	(5,016)
Total Expenses	**$ 9,615,072**	**$ 9,284,640**	**$ (330,433)**	**$ 12,002,682**	**$ 11,521,980**	**$ (480,702)**

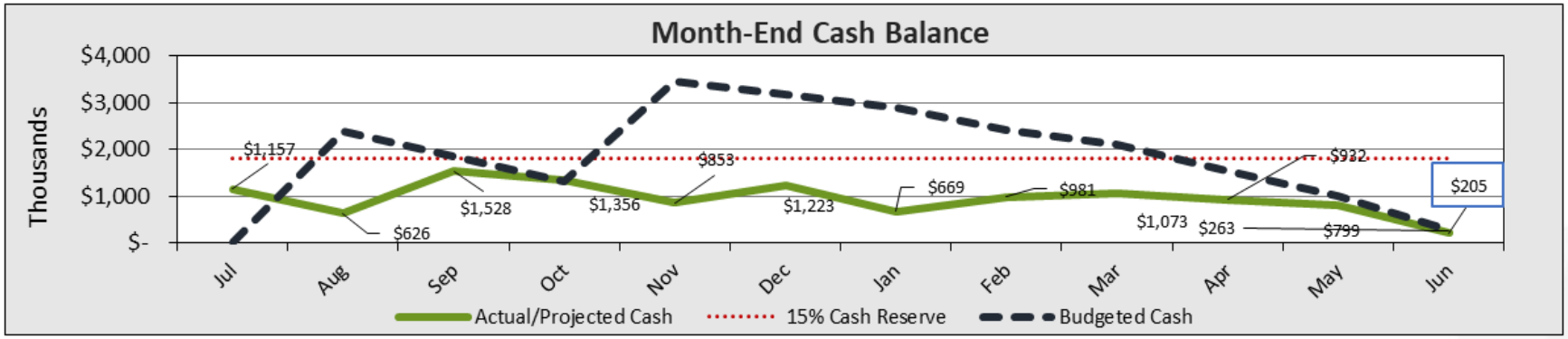
CLARKSVILLE - Fund Balance

- Year-end surplus projected just under budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (1,491,302)**	**$ (1,617,624)**	**$ 126,322**	**$ 48,102**	**$ 70,414**	**$ (22,313)**
Beginning Fund Balance	288,347	288,347		288,347	288,347	
Ending Fund Balance	**$ (1,202,955)**	**$ (1,329,277)**		**$ 336,449**	**$ 358,761**	
As a % of Annual Expenses	*-10.0%*	*-11.5%*		*2.8%*	*3.1%*	

CLARKSVILLE - Cash Balance

- Positive cash levels projected with year-end cash balance at $205k.



CLARKSVILLE - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due-To/Due-From Balance

Clarksville Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 5/16/2021

ADA = 1158.15

CHARTER IMPACT

	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	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 1158.15	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	409,292	409,292	736,726	736,726	736,726	736,726	736,726	335,762	164,416	154,601	152,593	2,838,079	**8,147,665**	8,185,847	(38,183)
8012 Education Protection Account	-	-	-	57,908	-	-	57,907	-	-	57,877	-	-	57,938	**231,630**	231,630	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	107,862	(7,873)	(3,855)	-	-	-	**96,134**	-	96,134
8096 In Lieu of Property Taxes	-	125,305	250,611	167,074	167,074	-	334,148	167,074	426,882	213,441	75,042	146,189	15,582	**2,088,422**	2,051,218	37,204
	-	534,597	659,903	961,708	903,800	736,726	1,128,781	1,011,662	754,771	431,879	229,643	298,782	2,911,598	**10,563,851**	**10,468,696**	**95,155**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	27,564	27,564	82,692	**137,820**	137,820	-
8296 Other Federal Revenue	-	-	28,575	-	-	44,363	-	-	-	-	-	-	-	**72,938**	-	72,938
	-	-	28,575	-	-	44,363	-	-	-	-	27,564	27,564	82,692	**210,758**	**137,820**	**72,938**
Other State Revenue																
8311 State Special Education	-	31,083	38,693	-	125,596	125,596	62,798	32,486	15,908	15,305	55,728	55,728	135,970	**694,890**	694,890	-
8550 Mandated Cost	-	-	-	-	-	26,151	-	-	-	-	-	-	-	**26,151**	26,198	(47)
8560 State Lottery	-	-	-	-	-	-	65,171	-	-	63,556	-	-	101,745	**230,472**	230,472	-
8598 Prior Year Revenue	107,903	-	-	-	-	-	142,715	(107,862)	-	-	-	-	-	**142,756**	-	142,756
8599 Other State Revenue	-	-	-	89,535	-	(60,960)	15,120	17,923	45,840	-	-	-		**107,458**	34,320	73,138
	107,903	31,083	38,693	89,535	125,596	90,787	285,804	(57,453)	61,748	78,861	55,728	55,728	237,715	**1,201,727**	**985,879**	**215,848**
Other Local Revenue																
8631 Sale of Equipment and Supplies	-	-	-	-	-	-	-	50,000	-	-	-	-	-	**50,000**	-	50,000
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	22,461	-	1,987	-	-	-	-	-	**24,448**	-	24,448
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	22,461	-	51,987	-	-	-	-	-	**74,448**	**-**	**24,448**
Total Revenue	**107,903**	**565,680**	**727,171**	**1,051,243**	**1,029,396**	**894,337**	**1,414,585**	**1,006,196**	**816,519**	**510,740**	**312,935**	**382,074**	**3,232,005**	**12,050,784**	**11,592,395**	**408,389**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	274,965	288,472	301,968	291,237	273,406	282,971	287,040	278,065	280,743	279,558	280,443	280,443	-	**3,399,312**	3,254,507	(144,804)
1175 Teachers' Extra Duty/Stipends	550	-	4,050	14,325	26,845	28,018	30,593	31,260	31,460	31,360	14,022	14,022	-	**226,504**	130,180	(96,324)
1200 Pupil Support Salaries	13,966	14,766	15,716	15,903	15,931	15,931	15,881	15,631	15,631	15,631	15,631	15,631	-	**186,248**	164,088	(22,160)
1300 Administrators' Salaries	79,726	67,650	68,500	69,058	68,840	70,840	64,841	70,585	59,342	59,592	59,592	59,592	-	**798,156**	786,000	(12,156)
1900 Other Certificated Salaries	13,941	16,461	15,678	16,348	14,975	14,975	14,975	14,975	14,975	14,975	14,975	14,975	-	**182,229**	189,088	6,859
	383,148	387,349	405,912	406,871	399,997	412,735	413,330	410,517	402,151	401,116	384,663	384,663	-	- **4,792,449**	**4,523,864**	**(268,585)**
Classified Salaries																
2200 Support Salaries	31,871	30,408	32,417	32,837	32,075	29,481	28,209	23,085	22,613	17,987	15,960	15,960	-	**312,903**	361,000	48,097
2400 Clerical and Office Staff Salaries	4,424	4,039	4,231	4,291	4,054	4,438	4,054	3,861	10,279	13,936	13,936	13,936	-	**85,480**	50,000	(35,480)
2900 Other Classified Salaries	7,683	7,183	7,183	7,243	7,198	7,198	7,198	12,630	17,874	17,874	17,874	17,874	-	**135,014**	85,000	(50,014)
	43,978	41,630	43,831	44,371	43,327	41,117	39,461	39,577	50,766	49,798	47,770	47,770	-	- **533,397**	**496,000**	**(37,397)**
Benefits																
3101 STRS	59,840	60,075	62,855	62,704	62,352	64,337	64,399	63,029	62,676	62,459	59,835	59,835	-	**744,397**	832,391	87,994
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	19,295	19,295
3301 OASDI	2,610	2,465	2,601	2,635	2,570	2,455	2,352	2,359	3,053	2,994	3,183	3,183	-	**32,459**	30,752	(1,707)
3311 Medicare	5,972	6,008	6,321	6,347	6,226	6,378	6,356	6,320	6,365	6,337	6,109	6,109	-	**74,850**	72,788	(2,062)
3401 Health and Welfare	41,875	61,161	51,705	51,532	52,006	51,611	51,648	51,943	52,226	50,446	40,000	40,000	-	**596,152**	502,500	(93,652)
3501 State Unemployment	4,673	1,498	236	524	160	146	15,337	504	362	749	1,789	1,789	-	**27,766**	36,750	8,984
3601 Workers' Compensation	5,857	2,179	4,018	4,018	4,018	4,018	4,018	3,043	4,019	4,019	5,899	5,899	-	**51,004**	70,278	19,274
3901 Other Benefits	10,404	-	-	(6,669)	-	-	-	3,598	-	54,204	-	-	-	**61,537**	-	(61,537)
	131,231	133,386	127,736	121,089	127,332	128,945	144,110	130,797	128,702	181,209	116,815	116,815	-	**1,588,166**	**1,564,754**	**(23,412)**
Books and Supplies																
4302 School Supplies	36,976	129,247	89,248	89,007	58,445	106,083	95,262	117,870	201,127	192,313	258,620	179,096	-	**1,553,294**	1,006,484	(546,810)
4305 Software	4,026	10,631	65,340	(8,513)	16,678	11,675	6,657	9,730	5,204	7,982	9,200	9,200	-	**147,811**	110,400	(37,411)
4310 Office Expense	10,533	216	2,022	1,604	2,627	3,350	1,559	776	346	375	742	742	-	**24,891**	8,900	(15,991)
4311 Business Meals	-	-	79	199	183	-	-	92	65	-	75	75	-	**768**	900	132
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	17	17	-	**33**	200	167
4400 Noncapitalized Equipment	158	30,495	12,480	2,041	-	31,332	2,152	138	6,871	7,258	70,828	-	-	**163,752**	206,801	43,049
	51,692	170,589	169,169	84,338	77,932	152,440	105,631	128,606	213,613	207,928	339,481	189,130	-	**1,890,550**	**1,333,685**	**(556,864)**
Subagreement Services																
5102 Special Education	451	16,364	17,409	52,595	122,438	24,432	50,810	94,815	87,940	72,534	28,125	28,125	-	**596,039**	337,500	(258,539)
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	900	900
5106 Other Educational Consultants	8,777	33,570	135,324	29,184	41,652	166,074	(51,980)	(157,959)	40,958	38,677	60,832	42,126	-	**387,234**	1,136,662	749,428
5107 Instructional Services	49,551	48,260	48,905	48,906	48,905	48,906	48,905	48,905	48,906	48,905	60,509	60,509	-	**610,071**	586,865	(23,206)
	58,779	98,195	201,638	130,685	212,996	239,412	47,735	(14,239)	177,804	160,116	149,465	130,760	-	**1,593,344**	- **2,061,927**	**468,583**
Operations and Housekeeping																
5201 Auto and Travel	-	-	88	-	-	-	-	-	-	-	-	-	-	**88**	13,300	13,212
5300 Dues & Memberships	-	-	85	1,070	-	-	-	-	-	5,000	342	342	-	**6,838**	4,100	(2,738)
5400 Insurance	3,125	17,687	10,406	12,183	11,174	10,405	10,405	9,637	10,405	10,405	10,149	10,320	-	**126,301**	37,500	(88,801)
5501 Utilities	-	-	651	-	-	908	785	-	1,731	326	685	914	-	**5,999**	-	(5,999)
5502 Janitorial Services	-	-	-	1,688	750	750	750	750	750	750	750	750	-	**7,688**	-	(7,688)

Clarksville Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 5/16/2021

ADA = 1158.15

CHARTER IMPACT

	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	Original Budget Total	Favorable / (Unfav.)
5900 Communications	-	-	4,008	849	531	16,377	521	5,446	3,471	4,025	4,314	3,937	-	**43,479**	-	(43,479)
5901 Postage and Shipping	123	1,073	155	163	796	985	609	1,029	140	255	475	290	-	**6,092**	100	(5,992)
	3,248	18,760	15,393	15,953	13,251	29,424	13,071	16,861	16,497	20,761	16,715	16,552	-	**196,484**	**55,000**	**(141,484)**
Facilities, Repairs and Other Leases																
5601 Rent	9,116	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	-	**50,476**	60,000	9,524
5602 Additional Rent	1,122	1,122	1,122	1,122	1,122	1,122	1,147	1,147	1,147	1,863	1,386	1,465	-	**14,888**	-	(14,888)
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	500	500
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	4,300	4,300
5610 Repairs and Maintenance	-	840	-	-	-	-	-	-	-	-	-	-	-	**840**	-	(840)
	10,239	5,722	4,882	4,882	4,882	4,882	4,907	4,907	4,907	5,623	5,146	5,225	-	**66,205**	**64,800**	**(1,405)**
Professional/Consulting Services																
5802 Audit & Taxes	-	-	-	-	4,500	-	-	-	-	1,800	-	-	-	**6,300**	6,300	-
5803 Legal	-	15,557	464	4,512	7,716	3,290	3,383	1,639	7,259	7,148	1,708	1,708	-	**54,385**	20,500	(33,885)
5804 Professional Development	-	-	180	274	-	3,365	4,045	-	34,440	1,074	242	242	-	**43,861**	2,900	(40,961)
5805 General Consulting	-	200	300	800	700	2,213	921	106	900	3,225	283	283	-	**9,932**	3,400	(6,532)
5806 Special Activities/Field Trips	-	96	-	1,204	1,133	14,776	42,124	12,635	-	6,969	15,432	8,759	-	**103,126**	168,877	65,750
5807 Bank Charges	560	980	464	739	752	836	768	567	711	871	200	200	-	**7,647**	2,300	(5,347)
5808 Printing	39	-	-	-	-	-	-	-	(39)	-	-	-	-	**-**	-	-
5809 Other taxes and fees	1,103	119	1,500	48	30	30	-	1,679	169	1,233	1,780	1,780	-	**9,470**	20,470	11,000
5810 Payroll Service Fee	974	1,700	336	1,252	1,870	979	672	1,682	998	1,713	783	783	-	**13,743**	9,656	(4,087)
5811 Management Fee	66,313	65,271	65,842	65,841	66,163	63,466	66,399	66,449	66,365	66,299	68,413	68,413	-	**795,233**	789,732	(5,502)
5812 District Oversight Fee	-	-	-	-	-	103,980	(311,941)	58,293	7,626	4,357	2,296	2,988	238,038	**105,639**	209,374	103,735
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	67	67	-	**133**	800	667
	68,989	83,924	69,085	74,670	82,863	192,933	(193,629)	143,051	118,429	94,688	91,205	85,223	238,038	**1,149,470**	**1,234,309**	**84,839**
Depreciation																
6900 Depreciation Expense	179	4,538	4,538	(8,537)	179	179	179	179	179	179	183	183	-	**2,160**	2,200	40
	179	4,538	4,538	(8,537)	179	179	179	179	179	179	183	183	-	**2,160**	**2,200**	**40**
Interest																
7438 Interest Expense	21,434	-	35,996	-	-	50,625	-	31,562	15,680	13,352	21,808	-	-	**190,457**	185,441	(5,016)
	21,434	-	35,996	-	-	50,625	-	31,562	15,680	13,352	21,808	-	-	**190,457**	**185,441**	**(5,016)**
Total Expenses	**772,917**	**944,092**	**1,078,180**	**874,322**	**962,760**	**1,252,693**	**574,794**	**891,818**	**1,128,727**	**1,134,770**	**1,173,251**	**976,321**	**238,038**	**12,002,682**	**11,521,980**	**(480,702)**
Monthly Surplus (Deficit)	**(665,014)**	**(378,412)**	**(351,009)**	**176,921**	**66,636**	**(358,356)**	**839,791**	**114,378**	**(312,208)**	**(624,030)**	**(860,316)**	**(594,247)**	**2,993,966**	**48,102**	**70,415**	**(72,313)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(665,014)	(378,412)	(351,009)	176,921	66,636	(358,356)	839,791	114,378	(312,208)	(624,030)	(860,316)	(594,247)	2,993,966	**48,102**		
Cash flows from operating activities																
Depreciation/Amortization	179	4,538	4,538	(8,537)	179	179	179	179	179	179	183	183	-	**2,160**		
Public Funding Receivables	1,199,028	129,282	397	40,147		108,875	6,064	(50,409)	50,409	-	-	-	(3,232,005)	**(1,748,211)**		
Grants and Contributions Rec.	1,775,280	-	267,704	262,413	-	(5,881)	6,814	-	-	-	-	-	-	**2,306,331**		
Prepaid Expenses	(87,196)	14,424	(880)	(11,815)	14,424	(25)	-	-	-	-	-	-	-	**(71,068)**		
Other Assets	(100,000)	-	-	-	-	-	-	-	-	-	-	-	-	**(100,000)**		
Accounts Payable	5,792	239,394	18,135	(364,911)	123,467	46,456	(349,602)	24,611	113,485	(33,737)	-	-	238,038	**61,129**		
Accrued Expenses	121,304	70,452	(26,078)	25,668	(143,443)	118,360	(398,902)	49,681	(103,737)	10,714	-	-	-	**(275,981)**		
Deferred Revenue	-	-	44,363	-	-	16,597	(32,486)	-	(45,840)	-	-	-	-	**(17,366)**		
Other Liabilities	(1,774,400)	-	-	-	-	-	-	-	-	-	-	-	-	**(1,774,400)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(261,500)	-	261,500	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	626,200		1,252,400	-	-	1,070,700	-	799,300	455,200	606,500	726,926		-	**5,537,226**		
Payments on Factoring	(834,300)	(348,700)	(307,700)	(553,900)	(564,100)	(626,200)	(626,200)	(626,200)	(64,953)	(100,625)			-	**(4,652,878)**		
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	266,874	(530,522)	901,868	(172,514)	(502,836)	370,706	(554,341)	311,541	92,536	(140,998)	(133,206)	(594,064)				
Cash, Beginning of Month	889,812	1,156,686	626,163	1,528,031	1,355,517	852,682	1,223,388	669,047	980,587	1,073,124	932,125	798,919				
Cash, End of Month	**1,156,686**	**626,163**	**1,528,031**	**1,355,517**	**852,682**	**1,223,388**	**669,047**	**980,587**	**1,073,124**	**932,125**	**798,919**	**204,855**				

Cert.	Instr.
45.2%	81.2%
603,545	201,849

Pupil:Teacher Ratio	
19.63	:1

Clarksville Charter School

Budget vs Actual

For the period ended April 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 164,416	$ 221,018	$ (56,602)	$ 5,002,392	$ 5,091,597	$ (89,205)	$ 8,185,847
Education Protection Account	57,877	57,908	(31)	173,692	173,723	(31)	231,630
State Aid - Prior Year	(3,855)	-	(3,855)	96,134	-	96,134	-
In Lieu of Property Taxes	213,441	144,068	69,373	1,851,609	1,619,014	232,595	2,051,218
Total State Aid - Revenue Limit	431,879	422,994	8,885	7,123,827	6,884,333	239,494	10,468,696
Federal Revenue							
Special Education - Entitlement	-	12,441	(12,441)	-	100,498	(100,498)	137,820
Other Federal Revenue	-	-	-	72,938	-	72,938	-
Total Federal Revenue	-	12,441	(12,441)	72,938	100,498	(27,560)	137,820
Other State Revenue							
State Special Education	15,305	62,726	(47,421)	447,465	506,711	(59,246)	694,890
Mandated Cost	-	-	-	26,151	26,198	(47)	26,198
State Lottery	63,556	57,478	6,078	128,727	114,955	13,772	230,472
Prior Year Revenue	-	-	-	142,756	-	142,756	-
Other State Revenue	-	-	-	107,458	34,320	73,138	34,320
Total Other State Revenue	78,861	120,204	(41,343)	852,557	682,184	170,373	985,879
Other Local Revenue							-
Sale of Equipment and Supplies	-	-	-	50,000	-	50,000	-
Contributions, Unrestricted	-	-	-	24,448	-	24,448	-
Total Other Local Revenue	-	-	-	74,448	-	74,448	-
Total Revenues	**$ 510,740**	**$ 555,638**	**$ (44,898)**	**$ 8,123,770**	**$ 7,667,015**	**$ 456,755**	**$ 11,592,395**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 279,558	$ 271,209	$ (8,349)	$ 2,838,426	$ 2,712,090	$ (126,336)	$ 3,254,508
Teachers' Extra Duty/Stipends	31,360	10,848	(20,512)	198,460	108,484	(89,976)	130,180
Pupil Support Salaries	15,631	13,674	(1,957)	154,986	136,740	(18,246)	164,088
Administrators' Salaries	59,592	65,500	5,908	678,972	655,000	(23,972)	786,000
Other Certificated Salaries	14,975	15,757	782	152,279	157,573	5,295	189,088
Total Certificated Salaries	401,116	376,989	(24,127)	4,023,123	3,769,887	(253,237)	4,523,864
Classified Salaries							
Support Salaries	17,987	30,083	12,096	280,984	300,833	19,850	361,000
Clerical and Office Staff Salaries	13,936	4,167	(9,770)	57,607	41,667	(15,940)	50,000
Other Classified Salaries	17,874	7,083	(10,791)	99,266	70,833	(28,433)	85,000
Total Classified Salaries	49,798	41,333	(8,465)	437,857	413,333	(24,524)	496,000
Benefits							
State Teachers' Retirement System, certificated positions	62,459	69,366	6,906	624,727	693,659	68,932	832,391
Public Employees' Retirement System, classified positions	-	1,608	1,608	-	16,079	16,079	19,295
OASDI/Medicare/Alternative, certificated positions	2,994	2,563	(432)	26,093	25,627	(467)	30,752
Medicare/Alternative, certificated positions	6,337	6,066	(271)	62,632	60,657	(1,975)	72,788
Health and Welfare Benefits, certificated positions	50,446	41,875	(8,571)	516,152	418,750	(97,402)	502,500
State Unemployment Insurance, certificated positions	749	1,838	1,089	24,189	33,075	8,886	36,750
Workers' Compensation Insurance, certificated positions	4,019	5,857	1,838	39,207	58,565	19,359	70,278
Other Benefits, certificated positions	54,204	-	(54,204)	61,537	-	(61,537)	-
Total Benefits	181,209	129,171	(52,037)	1,354,536	1,306,412	(48,125)	1,564,754
Books & Supplies							
School Supplies	192,313	84,911	(107,402)	1,115,578	717,266	(398,312)	1,006,484
Software	7,982	9,200	1,218	129,411	92,000	(37,411)	110,400
Office Expense	375	742	367	23,408	7,417	(15,991)	8,900
Business Meals	-	75	75	618	750	132	900
School Fundraising Expense	-	17	17	-	167	167	200
Noncapitalized Equipment	7,258	17,447	10,189	92,925	147,376	54,451	206,801
Total Books & Supplies	207,928	112,391	(95,537)	1,361,939	964,975	(396,963)	1,333,685
Subagreement Services							
Special Education	72,534	28,125	(44,409)	539,789	281,250	(258,539)	337,500
Security	-	75	75	-	750	750	900
Other Educational Consultants	38,677	95,894	57,216	284,276	810,037	525,761	1,136,662
Instructional Services	48,905	48,905	0	489,054	489,054	0	586,865
Total Subagreement Services	160,116	172,999	12,883	1,313,119	1,581,091	267,972	2,061,927

Clarksville Charter School

Budget vs Actual

For the period ended April 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	-	1,108	1,108	88	11,083	10,995	13,300
Dues & Memberships	5,000	342	(4,658)	6,155	3,417	(2,738)	4,100
Insurance	10,405	3,125	(7,280)	105,832	31,250	(74,582)	37,500
Utilities	326	-	(326)	4,400	-	(4,400)	-
Janitorial Services	750	-	(750)	6,188	-	(6,188)	-
Communications	4,025	-	(4,025)	35,229	-	(35,229)	-
Postage and Shipping	255	8	(247)	5,327	83	(5,244)	100
Total Operations & Housekeeping	20,761	4,583	(16,178)	163,218	45,833	(117,385)	55,000
Facilities, Repairs & Other Leases							
Rent	3,760	5,000	1,240	42,956	50,000	7,044	60,000
Additional Rent	1,863	-	(1,863)	12,038	-	(12,038)	-
Equipment Leases	-	42	42	-	417	417	500
Other Leases	-	358	358	-	3,583	3,583	4,300
Repairs and Maintenance	-	-	-	840	-	(840)	-
Total Facilities, Repairs & Other Leases	5,623	5,400	(223)	55,834	54,000	(1,834)	64,800
Professional/Consulting Services							
Audit & Taxes	1,800	-	(1,800)	6,300	6,300	-	6,300
Legal	7,148	1,708	(5,439)	50,968	17,083	(33,885)	20,500
Professional Development	1,074	242	(832)	43,378	2,417	(40,961)	2,900
General Consulting	3,225	283	(2,942)	9,365	2,833	(6,532)	3,400
Special Activities/Field Trips	6,969	14,247	7,278	78,936	120,349	41,413	168,877
Bank Charges	871	200	(671)	7,247	1,900	(5,347)	2,300
Printing	-	-	-	-	-	-	-
Other Taxes and Fees	1,233	1,780	547	5,910	16,910	11,000	20,470
Payroll Service Fee	1,713	805	(908)	12,177	8,047	(4,130)	9,656
Management Fee	66,299	65,811	(488)	658,407	658,110	(297)	789,732
District Oversight Fee	4,357	8,460	4,103	(137,684)	137,687	275,371	209,374
Public Relations/Recruitment	-	67	67	-	667	667	800
Total Professional/Consulting Services	94,688	93,603	(1,086)	735,003	972,303	237,299	1,234,309
Depreciation							
Depreciation Expense	179	183	4	1,794	1,833	40	2,200
Total Depreciation	179	183	4	1,794	1,833	40	2,200
Interest							
Interest Expense	13,352	-	(13,352)	168,649	174,972	6,323	185,441
Total Interest	13,352	-	(13,352)	168,649	174,972	6,323	185,441
Total Expenses	**$ 1,134,770**	**$ 936,653**	**$ (198,117)**	**$ 9,615,072**	**$ 9,284,640**	**$ (330,433)**	**$ 11,521,980**
Change in Net Assets	**(624,030)**	**(381,015)**	**(243,015)**	**(1,491,302)**	**(1,617,624)**	**126,322**	**70,414**
Net Assets, Beginning of Period	(578,925)			288,347			
Net Assets, End of Period	**$ (1,202,955)**			**$ (1,202,955)**			

Clarksville Charter School

Statement of Financial Position

April 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 932,125	$ 889,812	$ 42,314	5%
Accounts Receivable	7,919	539,849	(531,931)	-99%
Public Funding Receivables	7,043	1,490,836	(1,483,793)	-100%
Factored Receivables	(2,766,122)	(834,300)	(1,931,822)	232%
Due To/From Related Parties	780,413	780,413	-	0%
Prepaid Expenses	197,427	126,359	71,068	56%
Total Current Assets	**(841,194)**	**2,992,970**	**(3,834,165)**	**-128%**
Long-Term Assets				
Property & Equipment, Net	10,086	11,879	(1,794)	-15%
Deposits	105,500	5,500	100,000	1818%
Total Long Term Assets	**115,586**	**17,379**	**98,206**	**565%**
Total Assets	**$ (725,609)**	**$ 3,010,350**	**$ (3,735,958)**	**-124%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 186,815	$ 363,724	$ (176,909)	-49%
Accrued Liabilities	290,532	566,512	(275,981)	-49%
Deferred Revenue	-	1,791,766	(1,791,766)	-100%
Total Current Liabilities	**477,346**	**2,722,003**	**(2,244,656)**	**-82%**
Total Liabilities	**477,346**	**2,722,003**	**(2,244,656)**	**-82%**
Total Net Assets	**(1,202,955)**	**288,347**	**(1,491,302)**	**-517%**
Total Liabilities and Net Assets	**$ (725,609)**	**$ 3,010,350**	**$ (3,735,958)**	**-124%**

Clarksville Charter School

Statement of Cash Flows

For the period ended April 30, 2021

	Month Ended 04/30/21	YTD Ended 04/30/21
Cash Flows from Operating Activities		
Change in Net Assets	$ (624,030)	$ (1,491,302)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	179	1,794
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	1,483,793
Grants, Contributions & Pledges Receivable	505,875	2,463,753
Prepaid Expenses	-	(71,068)
Other Assets	-	(100,000)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(33,737)	(176,909)
Accrued Expenses	10,714	(275,981)
Deferred Revenue	-	(1,791,766)
Total Cash Flows from Operating Activities	**(140,998)**	**42,314**
Change in Cash & Cash Equivalents	(140,998)	42,314
Cash & Cash Equivalents, Beginning of Period	1,073,124	889,812
Cash and Cash Equivalents, End of Period	**$ 932,125**	**$ 932,125**

Clarksville Charter School

Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
11245	Kelly BJJ	4/7/2021	VOID
11630	Kelly BJJ	4/7/2021	VOID
11985	El Dorado County Office of Education	4/1/2021	$ 35.35
11986	El Dorado County Office of Education	4/1/2021	101,968.02
11987	Kelly BJJ	4/7/2021	1,176.00
11988	A Brighter Child	4/7/2021	1,412.24
11989	All Star Gymnastics	4/7/2021	1,491.70
11990	Ballet Rejoice School For The Arts	4/7/2021	349.86
11991	Beautiful Feet Books, Inc.	4/7/2021	550.22
11992	BookShark	4/7/2021	513.97
11993	Celia Frazer	4/7/2021	300.00
11994	Charter Impact, Inc.	4/7/2021	17,393.00
11995	CharterSAFE	4/7/2021	14,424.00
11996	Discount School Supply	4/7/2021	116.94
11997	Dolphin Swim School	4/7/2021	130.00
11998	Don Johnston Incorporated	4/7/2021	129.60
11999	eat2explore	4/7/2021	237.05
12000	Educational Development Corporation	4/7/2021	283.64
12001	Equine Unlimited, Inc.	4/7/2021	1,090.00
12002	Eric Hellberg	4/7/2021	420.00
12003	FJM Palms Associates, LLC	4/7/2021	715.79
12004	Forever Dance Lake Tahoe	4/7/2021	615.00
12005	Gina Burdick	4/7/2021	1,275.00
12006	Home Science Tools	4/7/2021	140.37
12007	Homeschool Spanish Academy	4/7/2021	1,142.00
12008	Institute for Excellence in Writing	4/7/2021	149.28
12009	Jabbergym	4/7/2021	795.00
12010	CONFIDENTIAL	4/7/2021	24.00
12011	Jennifer Steward	4/7/2021	5,025.00
12012	JJ Music Lessons	4/7/2021	1,160.00
12013	Jorgensen Company	4/7/2021	105.60
12014	Katherine Walker	4/7/2021	650.00
12015	KiwiCo, Inc.	4/7/2021	3,449.70
12016	Learning Without Tears	4/7/2021	112.37
12017	Lotus Educational Services, Inc.	4/7/2021	658.69
12018	Math-U-See Inc	4/7/2021	112.00
12019	Michelle Jones	4/7/2021	1,560.00
12020	Nancy Barcal	4/7/2021	1,540.00
12021	NewSongs Music	4/7/2021	288.00
12022	On The GO Academy	4/7/2021	250.00
12023	Procopio, Cory, Hargreaves & Savich LLP	4/7/2021	906.19
12024	Provenance	4/7/2021	163,424.87
12025	R&D Educational Systems Inc.	4/7/2021	900.00
12026	Rainbow Resource Center	4/7/2021	861.72
12027	CONFIDENTIAL	4/7/2021	30.00
12028	Sabado School Of Music Inc.	4/7/2021	1,462.06
12029	Sacramento Ballet Association	4/7/2021	270.00
12030	School of Rock Elk Grove & Roseville	4/7/2021	445.00
12031	Singapore Math Inc.	4/7/2021	56.96
12032	Spotlight Music Lessons LLC	4/7/2021	500.00
12033	T-Mobile	4/7/2021	1,320.00
12034	Tahoe Speech Therapy LLC	4/7/2021	205.00
12035	Teaching Textbooks	4/7/2021	375.22
12036	Voice Academy	4/7/2021	160.00
12037	Well-Trained Mind Academy	4/7/2021	175.50
12038	Y Corporation dba Mathnasium	4/7/2021	1,340.00

Clarksville Charter School

Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12039	All About Learning Press, Inc.	4/14/2021	339.75
12040	Amy Walters	4/14/2021	425.00
12041	Beautiful Feet Books, Inc.	4/14/2021	711.75
12042	BeeLoved Farm	4/14/2021	800.00
12043	BookShark	4/14/2021	461.83
12044	Bright Thinker	4/14/2021	124.49
12045	Charter Impact, Inc.	4/14/2021	340.00
12046	Foothill Taekwondo	4/14/2021	327.00
12047	Global Teletherapy	4/14/2021	25,645.55
12048	Griffin Tutoring	4/14/2021	180.00
12049	Hilary Anthony	4/14/2021	65.00
12050	Irina Samarina	4/14/2021	400.00
12051	Jennifier Androkitis	4/14/2021	1,035.00
12052	Jenny Thompson	4/14/2021	1,500.00
12053	Kimberly Malta	4/14/2021	466.67
12054	Mariko Reeves	4/14/2021	400.00
12055	MEL Science U.S., LLC	4/14/2021	209.40
12056	MoxieBox Art, Inc.	4/14/2021	143.18
12057	NewSongs Music	4/14/2021	144.00
12058	Nicole Thomas	4/14/2021	129.00
12059	Olha Shevchyk	4/14/2021	360.00
12060	Pamela Hayes Classical Ballet	4/14/2021	148.00
12061	PresenceLearning, Inc.	4/14/2021	10,277.30
12062	Rainbow Resource Center	4/14/2021	1,004.16
12063	Scott J. Budnik	4/14/2021	60.00
12064	Stevey Couvrette	4/14/2021	520.00
12065	Teacher Synergy, LLC	4/14/2021	29.99
12066	Teaching Textbooks	4/14/2021	129.24
12067	Trigger Memory Co	4/14/2021	112.90
12068	Wendy Stephens	4/14/2021	1,460.00
12069	West Point Driving School	4/14/2021	420.00
12070	Young, Minney & Corr, LLP - CA Trust	4/14/2021	1,540.77
12071	A Brighter Child	4/20/2021	485.28
12072	All About Learning Press, Inc.	4/20/2021	279.70
12073	Alona Kravchuk	4/20/2021	1,000.00
12074	American River Speech Therapy	4/20/2021	300.00
12075	Beautiful Feet Books, Inc.	4/20/2021	233.93
12076	Beda Brazilian Jiu Jitsu Academy	4/20/2021	420.00
12077	Ben Gladstone	4/20/2021	900.00
12078	Bitsbox	4/20/2021	128.85
12079	BookShark	4/20/2021	943.74
12080	Brave Writer, LLC	4/20/2021	14.95
12081	Charter Impact, Inc.	4/20/2021	341.94
12082	Charter Schools Development Center	4/20/2021	1,074.00
12083	CONFIDENTIAL	4/20/2021	20.00
12084	eat2explore	4/20/2021	477.00
12085	Educational Development Corporation	4/20/2021	17.51
12086	Emily Allen	4/20/2021	100.00
12087	Hilary Anthony	4/20/2021	920.00
12088	Independent Study HQ	4/20/2021	5,499.57
12089	Institute for Excellence in Writing	4/20/2021	172.55
12090	Isabel Roberts	4/20/2021	69.00
12091	It Takes The Village	4/20/2021	260.00
12092	K3 Syncopation, LLC (Bach To Rock, Rocklin)	4/20/2021	240.00
12093	Katie Burwell	4/20/2021	100.00
12094	Kelly Laliberte	4/20/2021	100.00
12095	Keri Dalebout	4/20/2021	100.00

Clarksville Charter School

Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12096	Law Offices of Jennifer McQuarrie	4/20/2021	220.00
12097	Leighton Dance Project, Inc.	4/20/2021	70.00
12098	Letme Technologies	4/20/2021	495.00
12099	CONFIDENTIAL	4/20/2021	25.00
12100	Lisa Jobe	4/20/2021	100.00
12101	CONFIDENTIAL	4/20/2021	21.00
12102	CONFIDENTIAL	4/20/2021	21.00
12103	Monarch River Academy	4/20/2021	20,317.50
12104	Moving Beyond the Page	4/20/2021	9.90
12105	Northern California Children's Chorus	4/20/2021	508.90
12106	Provenance	4/20/2021	17.97
12107	Rainbow Resource Center	4/20/2021	2,099.50
12108	Sabado School Of Music Inc.	4/20/2021	260.00
12109	Singapore Math Inc.	4/20/2021	130.84
12110	Teaching Textbooks	4/20/2021	110.90
12111	The Cottonwood School	4/20/2021	4,636.09
12112	Think Outside, LLC	4/20/2021	153.80
12113	Timberdoodle.com	4/20/2021	110.05
12114	Wonder Crate	4/20/2021	179.80
12115	Young, Minney & Corr, LLP - CA Trust	4/20/2021	6,237.12
12116	FJM Palms Associates, LLC	4/21/2021	4,907.00
12117	James Daniel MacKinnon	4/21/2021	750.00
12118	Nicole Howton	4/23/2021	540.00
12119	A Brighter Child	4/27/2021	1,741.28
12120	Activities for Learning, Inc.	4/27/2021	355.89
12121	Alecia Rohde	4/27/2021	630.00
12122	All About Learning Press, Inc.	4/27/2021	261.70
12123	Art of Problem Solving	4/27/2021	96.00
12124	Barbara Lee Sheddan	4/27/2021	2,100.00
12125	BookShark	4/27/2021	2,050.41
12126	Brave Writer, LLC	4/27/2021	312.70
12127	CB Music	4/27/2021	396.00
12128	Charter Impact, Inc.	4/27/2021	333.00
12129	Dean Perkins	4/27/2021	315.00
12130	E-Therapy LLC	4/27/2021	1,033.75
12131	Educational Development Corporation	4/27/2021	160.06
12132	Equine Unlimited, Inc.	4/27/2021	5,595.00
12133	Forever Dance Lake Tahoe	4/27/2021	600.00
12134	CONFIDENTIAL	4/27/2021	17.00
12135	Gavin Dague	4/27/2021	600.00
12136	Hands 4 Building, LLC	4/27/2021	274.98
12137	Hawkins School of Performing Arts	4/27/2021	400.00
12138	Haynes Family of Programs	4/27/2021	2,078.75
12139	Heather Williams	4/27/2021	280.00
12140	Home Science Tools	4/27/2021	42.19
12141	Honest History Co	4/27/2021	75.06
12142	Institute for Excellence in Writing	4/27/2021	525.92
12143	Janna McKnight	4/27/2021	21.00
12144	JJ Music Lessons	4/27/2021	180.00
12145	Kaizen Martial Arts Academy	4/27/2021	600.00
12146	KiwiCo, Inc.	4/27/2021	2,082.17
12147	Little Passports	4/27/2021	109.07
12148	Logic of English	4/27/2021	50.59
12149	Lotus Educational Services, Inc.	4/27/2021	673.00
12150	Math-U-See Inc	4/27/2021	267.00
12151	Michael Patrick Bush	4/27/2021	1,400.00
12152	Michelle Jones	4/27/2021	520.00

Clarksville Charter School

Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12153	Mr. D Math	4/27/2021	197.00
12154	Peace Hill Press, Inc. dba Well Trained Mind Press	4/27/2021	68.70
12155	Provenance	4/27/2021	5,550.00
12156	R&D Educational Systems Inc.	4/27/2021	149.00
12157	Rainbow Resource Center	4/27/2021	682.74
12158	REAL Inspiration Inc	4/27/2021	250.00
12159	Rocklin Music Academy	4/27/2021	390.00
12160	Rockly Harris	4/27/2021	2,520.00
12161	Sabado School Of Music Inc.	4/27/2021	230.00
12162	Satori Management, Inc	4/27/2021	1,506.01
12163	Singapore Math Inc.	4/27/2021	152.87
12164	Souza's Tutoring Tools	4/27/2021	2,000.00
12165	Stephanie Strong	4/27/2021	400.00
12166	TalkBox.Mom, Inc.	4/27/2021	258.60
12167	Tamraloo Music	4/27/2021	285.00
12168	Teacher Synergy, LLC	4/27/2021	119.48
12169	The Dance Academy	4/27/2021	765.00
12170	Total Education Solutions, dba TES Therapy	4/27/2021	3,507.50
12171	Vanessa Shaw	4/27/2021	520.00
12172	Verizon Wireless	4/27/2021	2,180.50
12173	Writing With Kris	4/27/2021	1,957.95
12174	Zaner-Bloser	4/27/2021	98.86
12175	El Dorado County Office of Education	4/30/2021	32.54
12176	El Dorado County Office of Education	4/30/2021	102,345.49
12177	Sequoia Grove Charter Alliance	4/30/2021	5,000.00

Total Disbursements in April $ 597,596.04

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
4EEE	LW21-005	4/19/2021	5/19/2021	$ 800	$ -	$ -	$ -	$ -	$ 800
8x8, INC.	2967585	4/1/2021	5/1/2021	193.28	-	-	-	-	193.28
A Brighter Child	57529	4/6/2021	5/6/2021	127.11	-	-	-	-	127.11
A Brighter Child	57530	4/6/2021	5/6/2021	139.59	-	-	-	-	139.59
A Brighter Child	57613	4/13/2021	5/13/2021	581.17	-	-	-	-	581.17
A Brighter Child	57884	4/14/2021	5/14/2021	183.35	-	-	-	-	183.35
A Brighter Child	57885	4/14/2021	5/14/2021	161.73	-	-	-	-	161.73
A Brighter Child	57886	4/13/2021	5/13/2021	198.75	-	-	-	-	198.75
A Brighter Child	58045	4/23/2021	5/23/2021	171.18	-	-	-	-	171.18
A Brighter Child	58046	4/23/2021	5/23/2021	69.99	-	-	-	-	69.99
A Brighter Child	58047	4/23/2021	5/23/2021	68.91	-	-	-	-	68.91
A Brighter Child	58273	4/22/2021	5/22/2021	94.76	-	-	-	-	94.76
Activities for Learning, Inc.	382828	3/29/2021	4/28/2021	165.28	-	-	-	-	165.28
Activities for Learning, Inc.	382829	3/29/2021	4/28/2021	26.75	-	-	-	-	26.75
Activities for Learning, Inc.	382830	3/29/2021	4/28/2021	26.75	-	-	-	-	26.75
Activities for Learning, Inc.	382835	3/29/2021	4/28/2021	107.57	-	-	-	-	107.57
Alecia Rohde	JL-02-2021	4/20/2021	5/20/2021	525.00	-	-	-	-	525.00
All About Learning Press, Inc.	906224	3/15/2021	5/14/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906265	3/17/2021	5/16/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906317	3/23/2021	5/22/2021	85.70	-	-	-	-	85.70
All About Learning Press, Inc.	906382	3/26/2021	5/25/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906383	3/26/2021	5/25/2021	144.90	-	-	-	-	144.90
All About Learning Press, Inc.	906406	3/30/2021	5/29/2021	181.75	-	-	-	-	181.75
All About Learning Press, Inc.	906407	3/30/2021	5/29/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906409	3/30/2021	5/29/2021	227.80	-	-	-	-	227.80
All About Learning Press, Inc.	906410	3/30/2021	5/29/2021	22.85	-	-	-	-	22.85
All About Learning Press, Inc.	906412	3/30/2021	5/29/2021	208.75	-	-	-	-	208.75
All Star Gymnastics	415	4/1/2021	5/1/2021	827.00	-	-	-	-	827.00
Amazon Capital Services	1HHM-QGTM-47W1	7/14/2020	9/12/2020	(71.98)	-	-	-	-	(71.98)
Amazon Capital Services	1T34-3QMC-17XR	7/10/2020	9/8/2020	(277.78)	-	-	-	-	(277.78)
Amazon Capital Services	1V76-Y1VY-WRHQ	8/25/2020	10/24/2020	(48.80)	-	-	-	-	(48.80)
Amazon Capital Services	1XX9-J9J3-F7FH	7/10/2020	9/8/2020	(91.41)	-	-	-	-	(91.41)
American River Speech Therapy	12032480	3/29/2021	4/28/2021	300.00	-	-	-	-	300.00
Ashlee Ashba	2021-124922	3/31/2021	4/30/2021	200.00	-	-	-	-	200.00
Ashlee Ashba	2021-124937	3/31/2021	4/30/2021	200.00	-	-	-	-	200.00
Ballet Rejoice School For The Arts	0600	4/12/2021	4/12/2021	228.00	-	-	-	-	228.00
Barbara Lee Sheddan	CAR10008	4/15/2021	5/15/2021	170.00	-	-	-	-	170.00
Beautiful Feet Books, Inc.	14284	4/23/2021	5/23/2021	147.26	-	-	-	-	147.26
Beautiful Feet Books, Inc.	14285	4/23/2021	5/23/2021	145.64	-	-	-	-	145.64
BeeLoved Farm	2021-Apr-OGBROWN R	4/9/2021	5/9/2021	850.00	-	-	-	-	850.00
Bitsbox	3761	3/29/2021	4/28/2021	86.85	-	-	-	-	86.85
Bitsbox	3766	3/29/2021	4/28/2021	86.85	-	-	-	-	86.85
Bob Sweat M.Ed.MAT, Tutoring	421	3/29/2021	4/28/2021	100.00	-	-	-	-	100.00
BookShark	31125329	4/8/2021	5/8/2021	64.34	-	-	-	-	64.34
BookShark	31126033	4/13/2021	5/13/2021	32.16	-	-	-	-	32.16
BookShark	31126097	4/14/2021	5/14/2021	22.63	-	-	-	-	22.63

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	31126098	4/14/2021	5/14/2021	22.63	-	-	-	-	22.63
BookShark	31126256	4/14/2021	5/14/2021	887.88	-	-	-	-	887.88
BookShark	31126426	4/15/2021	5/15/2021	406.48	-	-	-	-	406.48
Brett Place	7	4/5/2021	5/5/2021	960.00	-	-	-	-	960.00
Bright Thinker	SINV2866	4/9/2021	5/9/2021	248.98	-	-	-	-	248.98
Bright Thinker	SINV2867	4/9/2021	5/9/2021	248.98	-	-	-	-	248.98
Carolin Hansa	HANS042121	4/21/2021	4/21/2021	17.00	-	-	-	-	17.00
CB Music	16887	4/20/2021	5/20/2021	812.00	-	-	-	-	812.00
Celia Frazer	214	4/7/2021	5/7/2021	150.00	-	-	-	-	150.00
Charter Impact, Inc.	10476	4/5/2021	5/5/2021	1,000.00	-	-	-	-	1,000.00
Charter Impact, Inc.	QTR12021	4/22/2021	4/22/2021	40.00	-	-	-	-	40.00
Chiung-Hwa Bryce	Aranas 3	4/7/2021	5/7/2021	600.00	-	-	-	-	600.00
Chris Langton Music	3	4/1/2021	5/1/2021	320.00	-	-	-	-	320.00
Clemencia Massa	017	4/20/2021	5/20/2021	800.00	-	-	-	-	800.00
Communication Tools	1496	4/1/2021	5/1/2021	300.00	-	-	-	-	300.00
Diana Haynie	37	4/1/2021	5/1/2021	320.00	-	-	-	-	320.00
E-Therapy LLC	18666	4/15/2021	5/15/2021	1,003.25	-	-	-	-	1,003.25
eat2explore	100955	3/28/2021	4/27/2021	86.25	-	-	-	-	86.25
eat2explore	100970	4/8/2021	5/8/2021	86.25	-	-	-	-	86.25
Educational Development Corporation	DIR9169522	4/6/2021	5/6/2021	72.99	-	-	-	-	72.99
Educational Development Corporation	DIR9169523	4/6/2021	5/6/2021	72.99	-	-	-	-	72.99
Educational Development Corporation	DIR9169571	4/6/2021	5/6/2021	34.95	-	-	-	-	34.95
Educational Development Corporation	DIR9218891	4/15/2021	5/15/2021	62.94	-	-	-	-	62.94
EFSAC	BARRY-2021	4/15/2021	5/15/2021	702.40	-	-	-	-	702.40
Elena Nosov	1	4/6/2021	5/6/2021	210.00	-	-	-	-	210.00
Emily Allen	ALLE041421	4/14/2021	4/14/2021	100.00	-	-	-	-	100.00
Equine Unlimited, Inc.	0088	4/6/2021	5/6/2021	470.00	-	-	-	-	470.00
Equine Unlimited, Inc.	0091	4/6/2021	5/6/2021	160.00	-	-	-	-	160.00
Equine Unlimited, Inc.	0092	4/6/2021	5/6/2021	585.00	-	-	-	-	585.00
Equine Unlimited, Inc.	0093	4/6/2021	5/6/2021	585.00	-	-	-	-	585.00
Equine Unlimited, Inc.	0094	4/7/2021	5/6/2021	400.00	-	-	-	-	400.00
Equine Unlimited, Inc.	0095	4/6/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0096	4/6/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0097	4/8/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0098	4/6/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0099	4/6/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0100	4/6/2021	5/6/2021	360.00	-	-	-	-	360.00
Equine Unlimited, Inc.	0101	4/6/2021	5/6/2021	360.00	-	-	-	-	360.00
Equine Unlimited, Inc.	0102	4/6/2021	5/6/2021	360.00	-	-	-	-	360.00
Equine Unlimited, Inc.	0103	4/6/2021	5/6/2021	405.00	-	-	-	-	405.00
Equine Unlimited, Inc.	0104	4/15/2021	5/14/2021	350.00	-	-	-	-	350.00
Equine Unlimited, Inc.	0105	4/15/2021	5/14/2021	200.00	-	-	-	-	200.00
Equine Unlimited, Inc.	0106	4/15/2021	5/14/2021	450.00	-	-	-	-	450.00
Equine Unlimited, Inc.	0107	4/15/2021	5/14/2021	350.00	-	-	-	-	350.00
Eureka! Education by Cynthia	4212021	4/21/2021	5/21/2021	132.00	-	-	-	-	132.00
First Choice Tutoring	511	3/29/2021	4/28/2021	147.00	-	-	-	-	147.00
First Choice Tutoring	512	3/31/2021	4/30/2021	182.75	-	-	-	-	182.75

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
First Choice Tutoring	513	3/29/2021	4/28/2021	270.00	-	-	-	-	270.00
First Choice Tutoring	515	3/29/2021	4/28/2021	180.00	-	-	-	-	180.00
Foothill Taekwondo	FH-04-21	4/5/2021	5/5/2021	109.00	-	-	-	-	109.00
Foothill Taekwondo	GH-04-21	4/5/2021	5/5/2021	109.00	-	-	-	-	109.00
Foothill Taekwondo	JH-04-21	4/5/2021	5/5/2021	109.00	-	-	-	-	109.00
Forever Dance Lake Tahoe	46500	4/20/2021	4/20/2021	1,004.00	-	-	-	-	1,004.00
Gina Burdick	114	3/29/2021	4/28/2021	150.00	-	-	-	-	150.00
Gina Burdick	115	3/28/2021	4/27/2021	250.00	-	-	-	-	250.00
Gina Burdick	116	3/28/2021	4/27/2021	900.00	-	-	-	-	900.00
Global Teletherapy	4706	4/4/2021	5/4/2021	26,048.00	-	-	-	-	26,048.00
Griffin Tutoring	2021-aprCLA-2	4/15/2021	5/15/2021	630.00	-	-	-	-	630.00
Growing Healthy Children Therapy Services, Inc.	ICVCS_2103	3/31/2021	4/30/2021	14,767.64	-	-	-	-	14,767.64
Hawkins School of Performing Arts	912	4/22/2021	5/22/2021	180.00	-	-	-	-	180.00
Hear Say Speech & Language Services	2312	4/8/2021	5/8/2021	451.25	-	-	-	-	451.25
Heather Williams	1546	4/19/2021	5/2/2021	140.00	-	-	-	-	140.00
History Unboxed LLC	wc-10150HU	4/12/2021	5/12/2021	675.00	-	-	-	-	675.00
Home Science Tools	1110914A	3/29/2021	4/28/2021	155.49	-	-	-	-	155.49
Home Science Tools	1110936A	3/29/2021	4/28/2021	68.91	-	-	-	-	68.91
Home Science Tools	1113058A	4/6/2021	5/6/2021	227.94	-	-	-	-	227.94
Home Science Tools	1113058B	4/7/2021	5/7/2021	7.08	-	-	-	-	7.08
Home Science Tools	1113690A	4/12/2021	5/12/2021	37.95	-	-	-	-	37.95
Home Science Tools	1113923A	4/12/2021	5/12/2021	129.37	-	-	-	-	129.37
Institute for Excellence in Writing	771750	3/30/2021	4/30/2021	26.38	-	-	-	-	26.38
Institute for Excellence in Writing	771858	3/30/2021	4/30/2021	300.50	-	-	-	-	300.50
Institute for Excellence in Writing	771860	3/30/2021	4/30/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	772671	3/31/2021	4/30/2021	58.55	-	-	-	-	58.55
Institute for Excellence in Writing	772934	3/31/2021	4/30/2021	82.07	-	-	-	-	82.07
Institute for Excellence in Writing	772948	3/31/2021	4/30/2021	58.55	-	-	-	-	58.55
Institute for Excellence in Writing	772949	3/31/2021	4/30/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	773139	4/1/2021	5/1/2021	75.04	-	-	-	-	75.04
IntelliBricks	1098	4/22/2021	5/22/2021	180.00	-	-	-	-	180.00
It Takes The Village	22430	3/31/2021	4/30/2021	390.00	-	-	-	-	390.00
It Takes The Village	22565	3/31/2021	4/30/2021	195.00	-	-	-	-	195.00
JacKris Publishing, LLC	1116	4/6/2021	5/6/2021	20.99	-	-	-	-	20.99
Janelle Blocher	2057-MA329211	3/29/2021	4/28/2021	26.00	-	-	-	-	26.00
Janelle Blocher	2057-MA329212	3/29/2021	4/28/2021	120.00	-	-	-	-	120.00
JCC Chabad of Roseville	INV-15248	4/7/2021	5/7/2021	102.84	-	-	-	-	102.84
JCC Chabad of Roseville	INV-15249	4/7/2021	5/7/2021	235.11	-	-	-	-	235.11
Jen Dwyer	DWYE041321	4/13/2021	4/13/2021	21.00	-	-	-	-	21.00
Jostens Inc	739940	2/22/2021	2/22/2021	(67.61)	-	-	-	-	(67.61)
Jostens Inc	745197	2/25/2021	3/27/2021	66.21	-	-	-	-	66.21
K3 Syncopation, LLC (Bach To Rock, Rocklin)	166	4/21/2021	5/21/2021	228.00	-	-	-	-	228.00
Kaizen Martial Arts Academy	1349CM	4/1/2021	5/1/2021	240.00	-	-	-	-	240.00
Karina Sheremet	1963	4/20/2021	5/20/2021	770.00	-	-	-	-	770.00
Katie Burns	CCSS121	3/31/2021	4/30/2021	10,032.00	-	-	-	-	10,032.00
Katie Burwell	BURW041421	4/14/2021	4/14/2021	100.00	-	-	-	-	100.00
Kelley Soper	SOPE042021	4/20/2021	4/20/2021	21.00	-	-	-	-	21.00

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Kelly BJJ	69	4/5/2021	5/5/2021	147.00	-	-	-	-	147.00
Kelly BJJ	70	4/5/2021	5/5/2021	147.00	-	-	-	-	147.00
Keri Dalebout	DALE041421	4/14/2021	4/14/2021	100.00	-	-	-	-	100.00
Kimberly Malta	502	4/23/2021	5/23/2021	466.67	-	-	-	-	466.67
Kimberly Mordecai	201	4/1/2021	5/1/2021	240.00	-	-	-	-	240.00
Kimberly Mordecai	204	4/1/2021	5/1/2021	240.00	-	-	-	-	240.00
Kimberly Mordecai	206	4/1/2021	5/1/2021	240.00	-	-	-	-	240.00
KiwiCo, Inc.	APR-21-CLARK-1	4/15/2021	5/30/2021	3,099.81	-	-	-	-	3,099.81
KiwiCo, Inc.	MAR-21-CLARK-1	3/15/2021	4/29/2021	1,513.46	-	-	-	-	1,513.46
KiwiCo, Inc.	MAR-21-CLARK-2	3/31/2021	5/15/2021	2,278.83	-	-	-	-	2,278.83
Kline Music	36841-3	4/16/2021	5/16/2021	105.00	-	-	-	-	105.00
Kline Music	36841-4	4/16/2021	5/16/2021	105.00	-	-	-	-	105.00
Leads to Learning Academic Services	1	3/31/2021	4/30/2021	140.00	-	-	-	-	140.00
Learning A-Z	3617740	4/7/2021	5/7/2021	334.00	-	-	-	-	334.00
Leighton Dance Project, Inc.	201133	4/6/2021	5/6/2021	140.00	-	-	-	-	140.00
Letme Technologies	ICCS_2103	4/10/2021	5/10/2021	330.00	-	-	-	-	330.00
Linda Qian	QIAN041921	4/19/2021	4/19/2021	75.00	-	-	-	-	75.00
Lisa Bond-Torgerson	204	4/16/2021	5/16/2021	780.00	-	-	-	-	780.00
Lisa Bond-Torgerson	303	4/16/2021	5/16/2021	882.00	-	-	-	-	882.00
Lisa Bond-Torgerson	401	4/16/2021	5/16/2021	300.00	-	-	-	-	300.00
Lisa Bond-Torgerson	501	4/16/2021	5/16/2021	120.00	-	-	-	-	120.00
Lisa Jobe	JOBE041421	4/14/2021	4/14/2021	100.00	-	-	-	-	100.00
Little Passports	115605544	3/31/2021	4/30/2021	109.07	-	-	-	-	109.07
Little Passports	115605610	3/31/2021	4/30/2021	128.38	-	-	-	-	128.38
Little Passports	115605612	3/31/2021	4/30/2021	109.07	-	-	-	-	109.07
Little Passports	115789350	3/31/2021	4/30/2021	231.02	-	-	-	-	231.02
Little Passports	115789357	3/31/2021	4/30/2021	167.77	-	-	-	-	167.77
Little Passports	115789361	3/31/2021	4/30/2021	116.05	-	-	-	-	116.05
Little Passports	115789363	3/31/2021	4/30/2021	135.44	-	-	-	-	135.44
Little Passports	115789382	3/31/2021	4/30/2021	166.99	-	-	-	-	166.99
Little Passports	115811787	4/15/2021	5/15/2021	166.99	-	-	-	-	166.99
Lori Andreasen	ANDR042321	4/23/2021	4/23/2021	20.00	-	-	-	-	20.00
Lotus Educational Services, Inc.	1830	4/6/2021	5/6/2021	503.13	-	-	-	-	503.13
Mary Frederick	CL0321	4/14/2021	5/14/2021	555.00	-	-	-	-	555.00
Math-U-See Inc	0696334-IN	3/4/2021	5/3/2021	119.00	-	-	-	-	119.00
Math-U-See Inc	0697432-IN	3/11/2021	5/10/2021	68.00	-	-	-	-	68.00
Math-U-See Inc	0697434-IN	3/11/2021	5/10/2021	173.00	-	-	-	-	173.00
Math-U-See Inc	0697435-IN	3/11/2021	5/10/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0700563-IN	3/29/2021	5/28/2021	131.00	-	-	-	-	131.00
Math-U-See Inc	0700588-IN	3/29/2021	5/28/2021	131.00	-	-	-	-	131.00
Math-U-See Inc	0702147-IN	4/7/2021	6/6/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0702149-IN	4/7/2021	6/6/2021	119.00	-	-	-	-	119.00
Math-U-See Inc	0702152-IN	4/7/2021	6/6/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0702154-IN	4/7/2021	6/6/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0702156-IN	4/7/2021	6/6/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0702157-IN	4/7/2021	6/6/2021	119.00	-	-	-	-	119.00
Math-U-See Inc	0702168-IN	4/7/2021	6/6/2021	84.00	-	-	-	-	84.00

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See Inc	0702343-IN	4/8/2021	6/7/2021	119.00	-	-	-	-	119.00
Math-U-See Inc	0702381-IN	4/8/2021	6/7/2021	119.00	-	-	-	-	119.00
McColgan & Associates Inc.	4125	4/13/2021	4/13/2021	9,545.00	-	-	-	-	9,545.00
Melinda Radsliff	RADS041521	4/15/2021	4/15/2021	25.00	-	-	-	-	25.00
Michelle Bliss	BLIS042221	4/22/2021	4/22/2021	20.00	-	-	-	-	20.00
Michelle Jones	144	4/21/2021	5/21/2021	130.00	-	-	-	-	130.00
Monarch River Academy	629	4/12/2021	4/12/2021	3,323.87	-	-	-	-	3,323.87
Moving Beyond the Page	252762	4/15/2021	5/15/2021	746.13	-	-	-	-	746.13
Nancy K Christiansen	CHRI042221	4/22/2021	4/22/2021	21.00	-	-	-	-	21.00
Natomas Music Square	206	4/2/2021	5/2/2021	120.00	-	-	-	-	120.00
NCDC	415	4/2/2021	5/2/2021	1,700.00	-	-	-	-	1,700.00
Nessy Learning LLC	NESUS3903	4/12/2021	5/12/2021	155.00	-	-	-	-	155.00
New Man's Karate	20211	3/31/2021	4/30/2021	5,836.50	-	-	-	-	5,836.50
Nicole Thomas	3106	3/30/2021	4/30/2021	49.00	-	-	-	-	49.00
Northern California Children's Chorus	535	4/10/2021	5/10/2021	254.45	-	-	-	-	254.45
Outside the Box Creation	3213	4/1/2021	5/1/2021	131.85	-	-	-	-	131.85
Outside the Box Creation	3214	4/1/2021	5/1/2021	131.85	-	-	-	-	131.85
Outside the Box Creation	3216	4/1/2021	5/1/2021	152.85	-	-	-	-	152.85
Pearson Education Inc.	6001561057	1/22/2020	2/21/2020	(189.95)	-	-	-	-	(189.95)
PG&E	PGEX032621-7986	3/26/2021	4/12/2021	325.57	-	-	-	-	325.57
PresenceLearning, Inc.	INV42128	4/6/2021	5/6/2021	7,154.65	-	-	-	-	7,154.65
Procopio, Cory, Hargreaves & Savich LLP	707391	3/6/2021	3/6/2021	262.90	-	-	-	-	262.90
Procopio, Cory, Hargreaves & Savich LLP	707392	3/6/2021	3/6/2021	730.14	-	-	-	-	730.14
Procopio, Cory, Hargreaves & Savich LLP	710569	4/7/2020	4/7/2020	866.63	-	-	-	-	866.63
Provenance	4785	3/29/2021	4/28/2021	52.68	-	-	-	-	52.68
Provenance	4796	3/31/2021	4/30/2021	650.00	-	-	-	-	650.00
Provenance	4802	3/31/2021	4/30/2021	617.95	-	-	-	-	617.95
Provenance	4816	4/8/2021	5/8/2021	4,882.54	-	-	-	-	4,882.54
Provenance	4818	4/8/2021	5/8/2021	1,909.75	-	-	-	-	1,909.75
Provenance	4825	4/12/2021	5/12/2021	400.00	-	-	-	-	400.00
Provenance	4831	4/12/2021	5/12/2021	3,100.00	-	-	-	-	3,100.00
Provenance	4835	4/12/2021	5/12/2021	3,400.00	-	-	-	-	3,400.00
Provenance	4929	4/22/2021	5/22/2021	120.70	-	-	-	-	120.70
R&D Educational Systems Inc.	12419	4/1/2021	5/1/2021	298.00	-	-	-	-	298.00
R&D Educational Systems Inc.	12422	4/1/2021	5/1/2021	480.00	-	-	-	-	480.00
R&D Educational Systems Inc.	12431	4/1/2021	4/30/2021	149.00	-	-	-	-	149.00
Rainbow Resource Center	3352702	3/26/2021	4/25/2021	136.00	-	-	-	-	136.00
Rainbow Resource Center	3353490	3/26/2021	4/25/2021	60.27	-	-	-	-	60.27
Rainbow Resource Center	3354211	3/29/2021	4/28/2021	54.31	-	-	-	-	54.31
Rainbow Resource Center	3355674	3/30/2021	4/29/2021	289.04	-	-	-	-	289.04
Rainbow Resource Center	3355835	3/30/2021	4/29/2021	272.45	-	-	-	-	272.45
Rainbow Resource Center	3355836	3/30/2021	4/29/2021	203.31	-	-	-	-	203.31
Rainbow Resource Center	3355837	3/30/2021	4/29/2021	329.79	-	-	-	-	329.79
Rainbow Resource Center	3355838	3/30/2021	4/29/2021	215.57	-	-	-	-	215.57
Rainbow Resource Center	3356305	3/30/2021	4/29/2021	211.11	-	-	-	-	211.11
Rainbow Resource Center	3356429	3/30/2021	4/29/2021	15.92	-	-	-	-	15.92
Rainbow Resource Center	3357261	3/31/2021	4/30/2021	54.69	-	-	-	-	54.69

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3357280	3/31/2021	4/30/2021	16.35	-	-	-	-	16.35
Rainbow Resource Center	3357281	3/31/2021	4/30/2021	189.83	-	-	-	-	189.83
Rainbow Resource Center	3357617	4/1/2021	5/1/2021	20.38	-	-	-	-	20.38
Rainbow Resource Center	3357623	4/1/2021	5/1/2021	86.19	-	-	-	-	86.19
Rainbow Resource Center	3357629	4/1/2021	5/1/2021	111	-	-	-	-	111
Rainbow Resource Center	3357766	4/1/2021	5/1/2021	144	-	-	-	-	144
Rainbow Resource Center	3357771	4/1/2021	5/1/2021	48	-	-	-	-	48
Rainbow Resource Center	3357773	4/1/2021	5/1/2021	141	-	-	-	-	141
Rainbow Resource Center	3357774	4/1/2021	5/1/2021	159	-	-	-	-	159
Rainbow Resource Center	3359134	4/2/2021	5/2/2021	111	-	-	-	-	111
Rainbow Resource Center	3359135	4/2/2021	5/2/2021	195	-	-	-	-	195
Rainbow Resource Center	3359138	4/2/2021	5/2/2021	134	-	-	-	-	134
Rainbow Resource Center	3359139	4/2/2021	5/2/2021	181	-	-	-	-	181
Rainbow Resource Center	3359671	4/5/2021	5/5/2021	499	-	-	-	-	499
Rainbow Resource Center	3359682	4/5/2021	5/5/2021	200	-	-	-	-	200
Rainbow Resource Center	3359685	4/5/2021	5/5/2021	200	-	-	-	-	200
Rainbow Resource Center	3359689	4/5/2021	5/5/2021	200	-	-	-	-	200
Rainbow Resource Center	3361478	4/7/2021	5/7/2021	57	-	-	-	-	57
Rainbow Resource Center	3363773	4/9/2021	5/9/2021	173	-	-	-	-	173
Rainbow Resource Center	3364884	4/12/2021	5/12/2021	31	-	-	-	-	31
Rainbow Resource Center	3365056	4/12/2021	5/12/2021	195	-	-	-	-	195
Rainbow Resource Center	3365057	4/12/2021	5/12/2021	177	-	-	-	-	177
Rainbow Resource Center	3365058	4/12/2021	5/12/2021	116	-	-	-	-	116
Rainbow Resource Center	3365117	4/12/2021	5/12/2021	116	-	-	-	-	116
Rainbow Resource Center	3365176	4/12/2021	5/12/2021	287	-	-	-	-	287
Rainbow Resource Center	3374851	4/23/2021	5/23/2021	91	-	-	-	-	91
Rhonda Asbenson	2026	3/31/2021	4/30/2021	450	-	-	-	-	450
Riverside Insights	INV070159	3/30/2021	4/29/2021	4,622	-	-	-	-	4,622
Robert Heiser	004T	4/14/2021	5/14/2021	1,284	-	-	-	-	1,284
Rocklin Music Academy	03292021	3/29/2021	4/28/2021	390	-	-	-	-	390
Rockly Harris	300	4/20/2021	5/20/2021	1,300	-	-	-	-	1,300
Rowboat Group LLC	2021_0102	4/24/2021	5/1/2021	550	-	-	-	-	550
Sacramento Youth Symphony	16871	4/19/2021	5/19/2021	88	-	-	-	-	88
Sacramento Youth Symphony	16872	4/19/2021	5/19/2021	88	-	-	-	-	88
Sacramento Youth Symphony	16873	4/19/2021	5/19/2021	88	-	-	-	-	88
Sacramento Youth Symphony	16874	4/19/2021	5/19/2021	88	-	-	-	-	88
Sacramento Youth Symphony	16875	4/19/2021	5/19/2021	118	-	-	-	-	118
Sacramento Youth Symphony	16876	4/19/2021	5/19/2021	118	-	-	-	-	118
School of Rock Elk Grove & Roseville	1121	4/7/2021	5/7/2021	99	-	-	-	-	99
School Pathways, LLC	140-INV1330	3/31/2021	4/30/2021	4,410	-	-	-	-	4,410
Sea Otter Swim Lessons	134	4/6/2021	5/6/2021	988	-	-	-	-	988
Sean Bianco	007	3/26/2021	4/25/2021	260	-	-	-	-	260
Singapore Math Inc.	412156	3/29/2021	4/28/2021	63	-	-	-	-	63
Singapore Math Live LLC	412214	4/12/2021	5/12/2021	80	-	-	-	-	80
Six Bar Ranch	28	3/30/2021	4/29/2021	500	-	-	-	-	500
Specialized Therapy Services, Inc	CVCS01-0221	2/28/2021	4/9/2021	1,228	-	-	-	-	1,228
Specialized Therapy Services, Inc	CVCS01-0321	3/31/2021	5/10/2021	1,313	-	-	-	-	1,313

Clarksville Charter School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
StaffRehab LLC	M0076443	4/12/2021	5/12/2021	109	-	-	-	-	109
Studies Weekly	387212	4/12/2021	9/1/2021	32	-	-	-	-	32
Studies Weekly	387214	4/12/2021	9/1/2021	32	-	-	-	-	32
Studies Weekly	387215	4/12/2021	9/1/2021	32	-	-	-	-	32
Summit Martial Arts and Leadership Academy	022021-1-01	4/3/2021	5/3/2021	149	-	-	-	-	149
Summit Martial Arts and Leadership Academy	032021-1-01	4/3/2021	5/3/2021	149	-	-	-	-	149
Teaching Textbooks	34239	3/26/2021	4/25/2021	165	-	-	-	-	165
Teaching Textbooks	34257	3/29/2021	4/28/2021	43	-	-	-	-	43
Teaching Textbooks	34258	3/29/2021	4/28/2021	55	-	-	-	-	55
Teaching Textbooks	34259	3/29/2021	4/28/2021	43	-	-	-	-	43
Teaching Textbooks	34271	3/30/2021	4/29/2021	55	-	-	-	-	55
Teaching Textbooks	34272	3/30/2021	4/29/2021	43	-	-	-	-	43
Teaching Textbooks	34350	4/8/2021	5/8/2021	55	-	-	-	-	55
The Cottonwood School	4122021CV	4/12/2021	5/12/2021	52	-	-	-	-	52
The Critical Thinking Co.	170787A	4/6/2021	5/6/2021	60	-	-	-	-	60
The Lampo Group, LLC	9278076	3/30/2021	4/30/2021	32	-	-	-	-	32
The Lampo Group, LLC	9334618	4/26/2021	5/23/2021	36	-	-	-	-	36
The Music Store	5	4/20/2021	5/20/2021	280	-	-	-	-	280
The Serendipity Center For Leadership and Learning	ICW2021	4/23/2021	5/23/2021	910	-	-	-	-	910
Therapeutic Language Clinic, Inc.	3831	3/31/2021	4/30/2021	770	-	-	-	-	770
Therapeutic Language Clinic, Inc.	3832	3/31/2021	4/30/2021	440	-	-	-	-	440
Think Outside, LLC	113990	3/30/2021	4/29/2021	154	-	-	-	-	154
Timberdoodle.com	357373	3/9/2021	5/8/2021	96	-	-	-	-	96
Timberdoodle.com	360154	4/17/2021	6/16/2021	202	-	-	-	-	202
Time4Learning.com	T4L12938	3/31/2021	4/30/2021	180	-	-	-	-	180
Time4Writing.com	T4W13038	4/7/2021	5/7/2021	144	-	-	-	-	144
Tracy Pipkin	PIPK042621	4/26/2021	4/26/2021	21	-	-	-	-	21
Trigger Memory Co	2573	4/8/2021	5/8/2021	49	-	-	-	-	49
Vanessa Shaw	16	4/17/2021	5/17/2021	345	-	-	-	-	345
Virtuoso Learning LLC	1207	4/9/2021	4/30/2021	1,650	-	-	-	-	1,650
Voice Academy	108	4/16/2021	4/30/2021	160	-	-	-	-	160
Ways That Work	10	4/23/2021	5/23/2021	540	-	-	-	-	540
Ways That Work	11	4/23/2021	5/23/2021	540	-	-	-	-	540
Ways That Work	12	4/23/2021	5/23/2021	540	-	-	-	-	540
Wilkinson Hadley King & Co. LLP	28261	4/1/2021	5/1/2021	1,800	-	-	-	-	1,800
Winship Community School	2012021WIN	3/31/2021	3/31/2021	3,149	-	-	-	-	3,149
Wonder Crate	CCS005	4/16/2021	5/16/2021	90	-	-	-	-	90
Wonder Crate	CCS006	4/16/2021	5/16/2021	90	-	-	-	-	90
Writing With Kris	PO 21SprCV3	4/19/2021	5/19/2021	730	-	-	-	-	730
Y Corporation dba Mathnasium	61754	3/30/2021	4/29/2021	260	-	-	-	-	260
Yuko Ray	172	3/31/2021	4/30/2021	102	-	-	-	-	102
Yuko Ray	174	4/24/2021	5/24/2021	102	-	-	-	-	102
		Total Outstanding Payables in April		**$ 186,815**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 186,815**

Clarksville Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended April 30, 2021

Account	Account Description	Account Balance
9180	Due (to)/from Inspire Charter Service	$ 780,413.48
	Total Due (to)/from Balance	**$ 780,413**

Coversheet

Expanded Learning Opportunities (ELO) Grant Plan (p. 53-56)

Section: II. Finance
Item: B. Expanded Learning Opportunities (ELO) Grant Plan (p. 53-56)
Purpose: Vote
Submitted by:
Related Material: CCSELOGRANTPLANfinal.pdf

BACKGROUND:
The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

RECOMMENDATION:
Recommended for approval.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jenell Sherman, Executive Director	Jenell.sherman@clarksvillecharter.org, 916.241.8657

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Before developing the process of ELO Grant Plan, our school initially conducted several meetings with different departments within our school. We began this process by gaining insight and perspective to what our teachers and staff felt our areas of focus should be within each department. We also sent our surveys to our community, staff, parents, and students in order to receive feedback regarding school strategies, policies, and areas of focus that could be revisited within academic and social-emotional wellness. The surveys we received from our stakeholders were analyzed thoroughly in order to gain insight on what overarching supplemental instruction and support strategies should be for our school.

A description of how students will be identified and the needs of students will be assessed.

Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative

assessments. Grades 3-12 in the Winter will also take an interim benchmark assessment. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Students will be identified from their prior year benchmark assessment data and the fall benchmark assessment to address areas of academic need. Teacher and parent referral (based upon academic need with grade level work and prior benchmark assessments), ELPAC results, 504 and IEP's are also examples of ways the school will identify student need.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students will be informed within established communication avenues between the school and families. For example, communication will be presented in a weekly newsletter, social media, school's website, general information at Governing Board meetings, and if needed, translated into languages other than English. Our communication will be presented to be read and understood to our stakeholders with contact information ,if questions arise.

A description of the LEA's plan to provide supplemental instruction and support.

CCS plan's to provide supplemental instruction and support for our students in a variety of ways. A focus on in-person support with expanded learning sessions with an emphasis on academics, health, and social-emotional wellness. CCS will increase support for students through expanding our community learning hubs that provide students with access to technology, high-speed internet, and other academic support. Our students will have a small group and 1:1 intervention to address learning loss. Our small group/1:1 will be focused mainly on supporting language arts and math. CCS will purchase curriculum and support that will maximize staff efforts to support all students including those in a tutoring, small group, 1:1, or community learning hub. The ability for our students to access curriculum with technology/internet access proves to be a continued support for students in the 21st Century. Professional Development and Conferences will also be a focus for staff to continue to learn as educators how to support learning loss and the social emotional wellbeing of themselves and their students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	$ 130,900	[Actual expenditures will be provided when available]

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$ 400,627	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	$ 75,850	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$ 79,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$ 30,000	[Actual expenditures will be provided when available]
Additional academic services for students	$ 0.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$15,240	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	$ 731,617	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant plan was created as a collaborative process with our LCP, 21-22 LCAP, ESSER, and other emergency relief funds. The actions within the ELO support the LCAP goals and actions by expanding on the existing supports and services. The ELO actions also support the staffing and technology needs in order to support the implementation of expanded learning opportunities for students.

Coversheet

Discussion and Potential Action on Executive Director Compensation Study (p. 57-58)

Section: II. Finance
Item: C. Discussion and Potential Action on Executive Director Compensation Study (p. 57-58)
Purpose: Vote
Submitted by: Emily Allen
Related Material: ED Salary Comparisions KD.pdf

BACKGROUND:
Analysis of other local NCB charter school Executive Director salaries

RECOMMENDATION:
Approval for CCS Executive Director salary

Comparisons of Superintendent / Executive Director Salaries

School	Salary
The Cottonwood School	$175,000
Gateway Charter School	$219,930
Visions in Education	$268,444
Horizon Charter School	$189,844
John Adams Charter – EDCOE	$176,396
John Adams Charter - Placer	$189,000
Heritage Post Charter	$290,700

Comparisons									
Name	**Location**	**# of Schools**	**Enrollment**	**type**	**# Days/Grades**	**Position**	**Current Base Salary**	**Percs/benefits**	**Advanced Degree Stipends**
Yuba River Charter School	Grass Valley	1	312	Non-classroom/classroom	210/K-8	Executive Director	$96,833.00	H/W-9000	
Harvest Ridge	Newcastle	1	163	Non-classroom	220 K-8	Ed/Principal	107,274	$8,400 H/W, mileage, ACSA	DR-2500
Placer Academy	Rocklin	1	384	classroom-based	220 K-8	Ed/Principal	110,274	8400 H/W	MA-$2500, DR $500
Chicago Park	Chicago Park	1	180	classroom-based	225 K-8	Superintendent	120,000	$8400 H/W, Mileage, ACSA	
Creekside	Squaw Valley	2	160	Non-classroom	225 K-12	ED/Principal	123,000	mileage, full benefits	Dr- 2500
Inspire Arts and Sciences	Chico	1	480	non-classroom	12 months 9-12	Superintendent/Principal	129,158	$500.00 longevity, full H&W	MA-1,201
South Sutter	Sacramento	1	2,000	non-classroom	215/K-12	Executive Director	130,000		
Forest Charter	Grass Valley	1+RSP centers	880	Non-classroom	220/K-12	Executive Director	$150,258.94	H/W-$8,760	None
Bay Area Tech	Oakland	1	310	classroom-based	220/ 6-12	Superintendent	153,000	$8,400-Health, phone,ACSA	Dr- 1,800
Cottonwood	El Dorado CO	1	1000+	Non-classroom	12 months K-12	Superintendent/Principal	175,000	full benefits	500-MA, 5,000- DR
Sequoia Grove (Winship/Lakeview)	Sutter/Glenn CO	2	565	Non-classroom	225. K-12	Executive Director	$175,000	100%	500-MA, 5000-DR
Sequoia Grove (Feather River/Clarksville)	Sutter/El Dorado CO	2	2,200	Non-classroom	225 K-12	Executive Director	$175,000	100%	500-MA, 5000-DR
Key Academy	Hayward	2	559	classroom-based	225 K-8	Executive Director	175,000	full benefits	DR- 1,800
Horizon CS	Lincoln	1	2000	non-classroom	222/ k-12	superintendent	207,688	500/month-car, 16,000, phone,acsa	$1800-DR
Gateway Community Charters	McClelland Park	9	4,700	both	225	Superintendent/CEO	219,000		
Visions in Education	Sacramento	10	7,200	non-classroom	225/ 9-12	Superintendent	268,444	100%, Car, Phone	
Name	Location	# of Schools	Enrollment	type	# Days/Grades	Position	Current Base Salary	Percs/benefits	Advanced Degree Stipends

CDE Superintendent Salary Comparison

High School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning Teacher Annual Salary	$47,811	$49,328	$52,670
Midrange Teacher Annual Salary	$66,135	$75,987	$89,660
Highest Teacher Annual Salary	$91,275	$99,665	$112,761
School-Site Principal Annual Salary (Middle)	N/A	$140,227	$142,638
School-Site Principal Annual Salary (High)	$125,317	$136,386	$158,074
District Superintendent Annual Salary	$138,667	$183,166	$250,285
Percentage Allocated for Administrative Salaries	5.36%	5.60%	4.54%
Percentage Allocated for Teacher Salaries	25.30%	29.97%	31.63%

Proposal of Executive Director Salaries

1	2	3	4	5	6	7	8	9	10
$175,000	$175,000	$180,000	$180,000	$185,000	$185,000	$190,000	$190,000	$195,000	$195,000

Educational Stipends

Doctorate Degree	$5000
National Board Certification	$2500

*Annual salary is based on 225 work days. The 225 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

*Annual Salary advancement for longevity are not guaranteed and are subject to the school's operational needs and/or budge approved by the Board.

*Board may consider past experience when determining initial placement and promotion

Coversheet

Stipend Chart (p. 59-61)

Section: II. Finance
Item: D. Stipend Chart (p. 59-61)
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: Stipends Titles.pdf

BACKGROUND:
Stipends for 21-22

RECOMMENDATION:
Recommendation for approval

Extra Duty Stipend Title	Stipend Amount	Stipend Description Uploaded
Extra Student Stipend	$100/month/student over required roster limit	Provided to HSTs carrying over the full time caseload of 28. Caseload pulled on 15th and last day of every month
National Honor Society/National Junior Honor Society	$1,000.00	Assigned position: HST who partners with NHS/NHJS to support program for students who qualify or will qualify for program.
Academic Decathlon Teacher	$ 2,500.00	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements
Military Cadet Core Class	$5000/semester	Teacher a 2 day/week class for high schoolers through HSVA, Teach a 1 day/week class for younger students through the Adventure Academy, Run 1 Friday/month in person drill activity, Attend all Ca Cadet Corps training, including a one week, in-person camp in July, Coordinate with military personnel as needed to promote the program.
New Teacher Mentor Teachers	$500/teacher/semester	Assigned Position: paid to a designated HST who applied and received the position to help mentor new teachers.
Extended School Year (ESY)	$ 3,500.00	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th
California Healthy Youth Act Coach	$ 2,500.00	Assigned Position: given to HST who is committed to supporting the CHYA program and holding office hours for students.
Foster/Homeless/Community Liaison	$ 5,000.00	Assigned Position: HST who works with county and school to identify and support foster youth students. Carry a caseload of 24 students, can carry additional 7 or more with director approval.
Handbook Specialist	$1000- summer start up, $2000/year	Assigned Postion: HST who creates, organizes and keeps HST handbook up to date
EL Designee	$5000-10,000	Assigned Position: HST who works with EL coordinator to provide EL support to families and staff. Carry a caseload of 18 students, can carry additional 7 or more with director approval.
ELPAC Testing Stipend	$250 - $750	This stipend is for HSTs that went above and beyond their normal job duties to assist with the completion of ELPAC testing. Duties included, but were not limited to: Completion of grade-level Moodle training, Training on the new remote test administration tools, Training on the new remote test administration tools, Communicating with families to set up test sessions, Coordination with HST of testing schedule and rescheduling, Coordination with families regarding the technical requirements needed to successfully complete the test, Time spent testing (average of 40 students total per teacher)
Diversity and Inclusion Advisor	$3,500	The MDIP (Multicultural Diversity and Inclusion Perspectives) advisor is committed to leading the team highlighting diversity amongst people and cultures in our nation, lifting the voices of those who may not have historically been recognized or valued, and providing diverse perspectives on both historical and current events. desire to help students develop their critical thinking skills by teaching them how to think and not what to think, while providing the tools to help them celebrate the diversity of culture and thought within our country. Within this framework our objective is to create opportunities for conversation and understanding as well as supply tools to help staff and families take actionable steps towards positive change. MDIP advisor plans events, activities and runs book clubs for staff and families.
Extra Student Stipend	$100/month/student over required roster limit	Provided to each teacher that agrees to handle additional students over their roster limits

High School Elective Class (min 15 students) 1 day/week	$1500/semester	Teach a HS elective course that is in school's course catalog two days a week within an online platform. Teacher is in charge of planning, assigning, teaching, and assessing progress of students. Teacher will also provide work samples, progress report grades and report card data in a timely manner
High School Elective Class (min 15 students) 2 days/week	$2500/semester	Teach a HS elective course that is in school's course catalog two days a week within an online platform.Teacher is in charge of planning, assigning, teaching, and assessing progress of students. Teacher will also provide work samples, progress report grades and report card data in a timely manner
WASC (Self-Study) Lead	$2,500	Coordinate stakeholder input for all areas of the WASC self-study for each of the 4 schools. Facilitate staff input and training on the WASC visitation process, and manage the documentation of each of the self-study areas. Project manage the writing of each of the areas and the identification of goals based on input and feedback from parent and employee stakeholders. Upon completion of a self-study, this position will also check in on the goals agreed upon by the school and the committee to assure that they are driving our decision-making processes.
WASC Year Lead per school	$500	Works with the WASC Self-Study Lead to assure that actions to achieve goals are being planned and met. Keeps WASC Lead up-to-date on goal progress, and assists with tracking that progress.
Prospective Family Outreach	$300/semester	Contact parents by phone/email who have requested info from the websites, send follow-up emails with info about Open Enrollment, homeschooling, our schools, etc., attend virtual info meetings for prospective families
Adventure Academy Academic Elective Course (1 day/week)	$300/4 week session	Teach a single course (virtual) in Language Arts, Math, Social Studies, Science. Teachers will develop course content around approriate grade level standards, provide direct instruction, ongoing parent/student support, and evaluate student work as needed.
Adventure Academy Academic Elective Course (2 days/week)	$600/4 week session	Teach a single course (virtual) in Language Arts, Math, Social Studies, Science. Teachers will develop course content around approriate grade level standards, provide direct instruction, ongoing parent/student support, and evaluate student work as needed.
Special Projects	$250-$1500 depending on project time/duties	Teacher assigned a special project not listed on stipend sheet that is a need to be filled within the school that does not fit within the approved job descriptions.

Coversheet

Extra Duty Stipend Contract (p. 62-63)

Section: II. Finance
Item: E. Extra Duty Stipend Contract (p. 62-63)
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: extra duty stipend contract.pdf

BACKGROUND:
This contract outlines the responsibilities for extra duty stipends

RECOMMENDATION:
Board Approval

_____ Charter School
Extra Duty Stipend, TITLE

AGREEMENT FOR THE 2021/2022 SCHOOL YEAR

This agreement is between Identified Certificated Staff and the _____ Charter School for the 2021/2022 school year.

It is agreed that identified staff may be assigned the following extra duties for TITLE for the 2021/2022 school year only.

- Task/Duty
- Task/Duty
- Task/Duty
- Other duties as may be required

The employee will be paid a flat total yearly stipend amount of $0.00 divided evenly each pay period starting September through May. This is an annual stipend and is at the need of the Charter. The stipend does not carry past the current school year.

This stipend position is temporary and will be reevaluated based on need.

_____ _____
EMPLOYEE Date

_____ _____
EXECUTIVE DIRECTOR Date

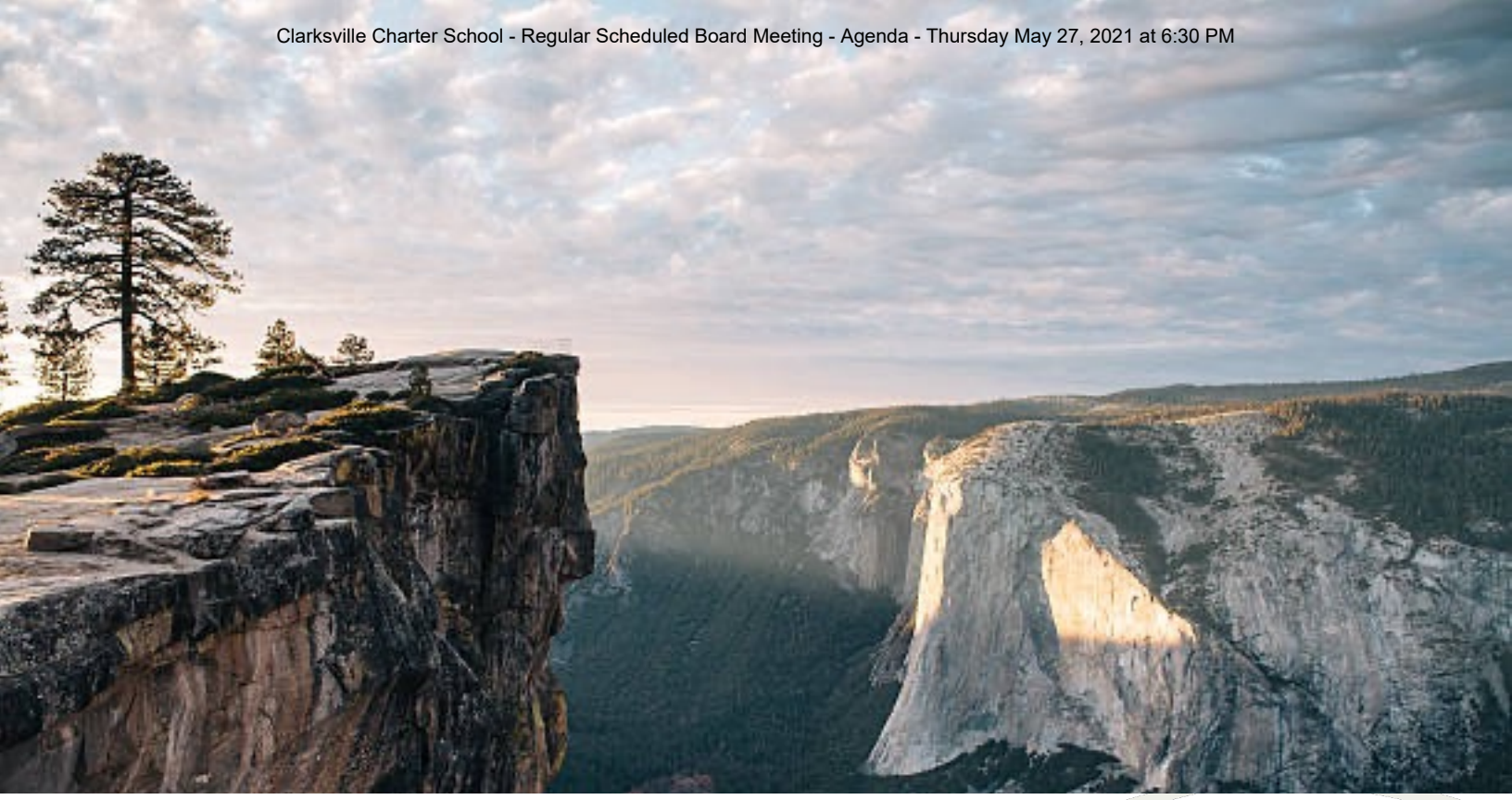
Coversheet

Benefits Package Options for 2021-2022 (p. 64-104)

Section: III. Operations
Item: A. Benefits Package Options for 2021-2022 (p. 64-104)
Purpose: Vote
Submitted by:
Related Material: 2021 OE Guide - Sequoia Grove.pdf

BACKGROUND:
Sequoia Grove Charter Alliance has assembled a robust collection of health plans available to Clarksville Charter School staff. The Benefit Guide provides more details on plan options.

RECOMMENDATION:
Recommended for approval.



SEQUOIA GROVE
CHARTER ALLIANCE

Employee Benefits Guide

July 1, 2021 – June 30, 2022

Introduction & Employee Resources

Flexible Solutions For Your Benefits Needs

We consider our employee benefits program to be one of our most important investments. Because we recognize the value our employees bring to our organization, we are committed to providing you with a complete benefits program as part of your total compensation.

This guide has been prepared to assist you in making informed decisions regarding your health insurance benefits and provide a brief overview of our overall employee benefits program.

Gallagher Employee Support Center

Gallagher Employee Support Center (ESC) provides a dedicated team of specialized representatives ready to assist you and your dependents.

The ESC team can support you as you utilize your employee health insurance benefits. The licensed representatives will work with both providers and the insurance companies on your behalf while protecting the privacy of your healthcare information.

You can also contact the ESC if you have questions or need assistance selecting the right health insurance plan for you and your family.

Your Employee Support Center (ESC)
Supporting You With…

- Benefits Inquiry
- Claims Assistance
- Eligibility
- Materials/Forms Request
- Plan Education
- Provider Network Inquiries
- Referral/Pre-authorization

Monday - Friday | 8am - 4pm
855.670.2222
LosAngeles.ESC@ajg.com

Due to privacy regulations, our representatives will be required to obtain personal identifying information such as full name, contact information, address, date of birth and in some cases SSN or Member ID #. Please have this information ready. Some inquiries may require for you to provide HIPAA release in order for our advocates to work efficiently in resolving your issue with your provider or carrier.



Eligibility & Enrollment

New Hires/Newly Eligible for Benefits

All full-time regular and project employees who work on average at least 30 hours per week throughout the year are eligible for benefits.

Your benefits are effective 1st of the month following your date of hire. Once you have completed your new hire waiting period, you must enroll by the deadline date. If you do not enroll within that time period, you will not be eligible for benefits until the next Open Enrollment, unless you have a Qualifying Family Status Change.

Eligible Dependents

Your eligible dependents include your legally married spouse, registered domestic partner, and children. Due to Health Care Reform, your medical, dental, and vision plans cover dependents to age 26. However, for other plans, age limits may apply.

Coverage may be available for a mentally or physically disabled child who is age 19 or older. Requirements for such coverage and documentation of disability depend on the insurance carrier. Please contact your Benefits Administrator if you believe this applies to your family.

Open Enrollment

During Open Enrollment, you will have the opportunity to make changes to your benefit elections. You must enroll by the Open Enrollment deadline for your benefits to be effective July 1st. Except for a Qualifying Status Change, you will not be able to change your elections until the next year's Open Enrollment.

Qualifying Status Change

If you have a qualifying family status change, you may be able to change your benefits before the next Open Enrollment. You must notify Human Resources within 30 days of the change.

Qualifying Status Includes:

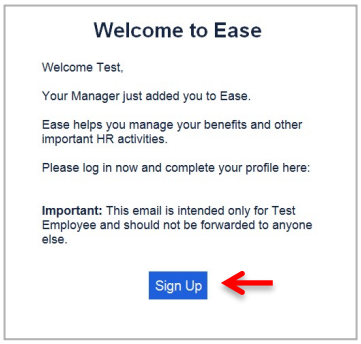
- Newly hired as full-time benefits-eligible
- Change in work schedule for you or your spouse (part-time to full-time)
- Change in employment for you, your spouse or dependent (i.e. your spouse loses their job and benefits)
- Change in marital status or dependents
- Gaining other coverage through your spouse
- Loss of other coverage for your dependent
- Change in residence causing loss of coverage
- Medicare or Medicaid entitlement for you, your spouse or dependent
- Qualified Medical Child Support Order (QMCSO)

Easy Online Enrollment

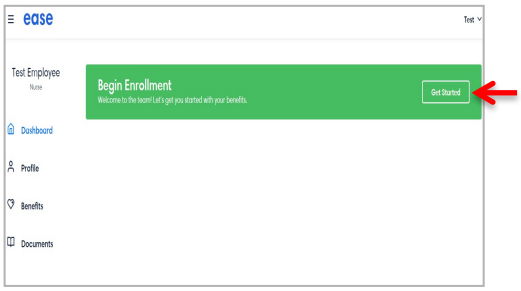
This year, all health insurance enrollment will take place online in an interactive portal, Ease! This portal will be available to you 24/7 throughout the year. You can update your information throughout the year, as well as update your life insurance beneficiary information.

https://sequoiagrove.ease.com

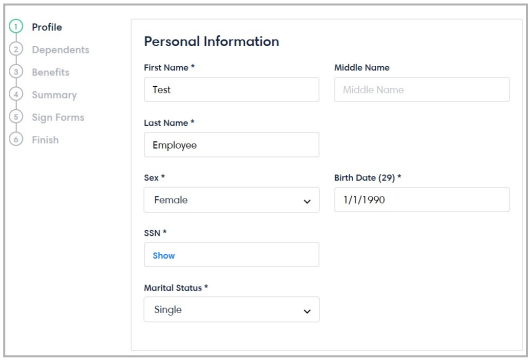
Step 1
Follow your email link for enrollment and select **"Sign Up"**.



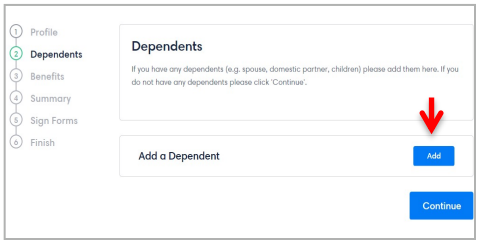
Step 2
Begin your enrollment by selecting **"Get Started"**.



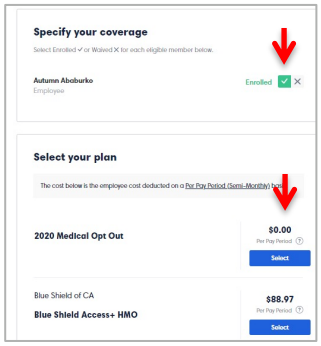
Step 3
Complete your profile.



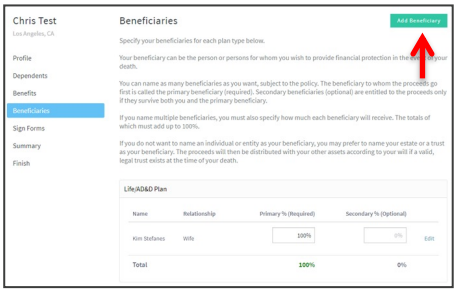
Step 4
To add dependents simply select **"Add Dependent"**.



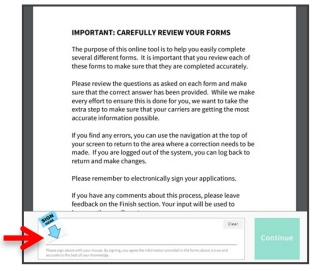
Step 5
Make your benefit selection checking off the icon next to the plan. Scroll down and click **"Continue"**.



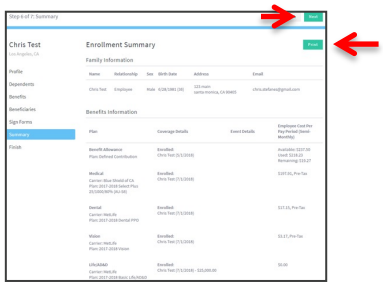
Step 6
To add beneficiaries select **"Add Beneficiary"**.



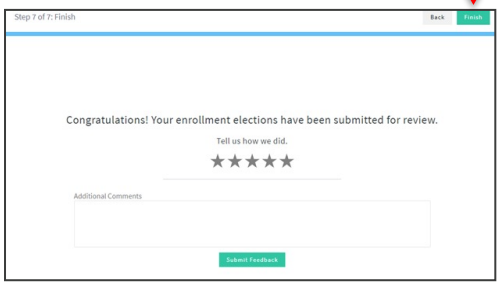
Step 7
After selecting your plans you will then sign the electronic enrollment forms.



Step 8
Confirm your election summary by clicking **"Next"** and you may also print them for your records.



Step 9
Select **"Finish"** and you have then completed the enrollment process.



Benefits At A Glance

Costs Shared By You & Sequoia Grove	
Medical	• Sutter Health HMO 20 • Health Net SmartCare HMO 20/20% • Health Net PPO 1000 • Health Net PPO HSA 2800 • Kaiser HMO 20
Dental	• MetLife Dental HMO Plan • MetLife Dental PPO Low Plan • MetLife Dental PPO High Plan
Vision	• MetLife/VSP
Benefits Provided By Sequoia Grove	
Basic Life and AD&D	• MetLife: $50,000 Benefit
Employee Assistance Plan (EAP)	• MetLife: 24/7 unlimited telephonic counseling services plus 5 face-to-face visits
Voluntary Employee-Paid Benefits	

Supplemental Life and AD&D	• MetLife:
	  • Employee coverage in increments of $10,000 up to $500,000 or 5 times salary (guaranteed $100,000)
	  • Spouse coverage in increments of $5,000 up to $100,000 or 50% of employee election (guaranteed $30,000)
	  • Child(ren) coverage under the age of 15 days is $100, 15 days to 6 months is $1,000 and 6 months to 26 years (full-time student) is $1,000, $2,000, $4,000, $5,000, or $10,000 (guaranteed $10,000)

Disability Benefit	• MetLife: Short Term Disability

Worksite Benefits	• Transamerica:
	  • Accident
	  • Critical Illness
	  • Hospital Indemnity

Flexible Spending Accounts (FSA)	• The Advantage Group
	  • Health Care FSA: $2,750 maximum plan year contribution
	  • Dependent Care FSA: $5,000 maximum plan year contribution

403b Savings Plan	• Teacher's Pension Exchange (TPX)
Voluntary Pet Insurance	• ASPCA

Employee Pay-period Contributions

Medical Coverage	Sutter HMO	Health Net HMO	Health Net PPO	Health Net PPO HSA	Kaiser HMO
Employee	$0.00	$97.85	$118.07	$0.00	$0.00
Employee + Spouse	$66.40	$317.04	$405.56	$117.65	$81.05
Employee + Child(ren)	$44.35	$215.27	$272.08	$86.96	$54.03
Employee + Family	$116.18	$418.80	$539.04	$148.34	$141.83

Dental Coverage	MetLife Dental HMO Plan	MetLife Dental PPO Low Plan	MetLife Dental PPO High Plan
Employee	$2.63	$10.00	$15.00
Employee + Spouse	$8.06	$30.00	$40.00
Employee + Child(ren)	$9.87	$35.00	$45.00
Employee + Family	$13.91	$50.00	$65.00

Vision Coverage	MetLife/VSP Vision
Employee	$2.00
Employee + Spouse	$4.00
Employee + Child(ren)	$5.00
Employee + Family	$8.00

Voluntary Coverage*	Transamerica Accident Plan	Transamerica Hospital Plan
Employee	$6.55	$9.77
Employee + Spouse	$10.18	$20.89
Employee + Child(ren)	$8.87	$16.18
Employee + Family	$12.75	$24.97

***Rates for Voluntary Life/AD&D, Short Term Disability, and Critical Illness are based on individual age & salary. Refer to Ease for pay-period costs.**

Medical Plan Options

Sutter Health Plus HMO

Sutter Health Plus HMO is affiliated with the Sutter Health organization. Many of Sutter Health's hospitals, physician organizations, surgery centers, outpatient sites, urgent care centers and other health care services are available through the HMO plan. The Primary Care Physician will oversee all of your medical care. Other providers and specialists must be referred by your Primary Care Physician. You may change to a different Primary Care Physician whenever you choose.

Health Net HMO

If you choose the Health Net HMO, you must select a primary care physician who will manage your care and refer you to a specialist when it is needed. You pay a copayment for some products and services, and there is no annual deductible.

Health Net PPO & HSA

The PPO plan offers a network of providers who have agreed to discount their fees for their services. You may choose to have your treatment provided by a PPO provider and receive a higher level of benefit with a lower out-of-pocket cost to you. You may also choose to go outside the network; however, generally, benefits are reimbursed at a lower level and you may have higher out-of-pocket costs.

Kaiser HMO

Kaiser Permanente operates its own facilities and hires all physicians directly. Most services are provided at little or no cost to the enrollees. Under most circumstances, you must use Kaiser facilities and physicians, although emergency care is covered when you are away from home.



HMO Plans

WHAT YOU PAY	Sutter Network	SmartCare Network	Kaiser Network
Calendar Year Deductible (Single/Family)	None	None	None
Calendar Year Out-of-Pocket Maximum (Single/Family)	$1,500/$3,000	$2,500/$7,500	$3,000/$6,000
Preventive Services	No Charge	No Charge	No Charge
Office Visits (Primary/ Specialist/Telehealth)	$20/$20/$20	$20/$40/$0	$20/$20/$0
Chiropractic/Acupuncture	$10 (30 visits/year)	$15 (10 visits/year)	$15 (20 visits/year)
Fertility Services*	Not Covered	50%	50%
Lab & X-ray	Lab: $20 X-Ray: No Charge	No Charge	$10
Complex Radiology (Includes CT, PET and MRI)	No Charge	$100	$100
Inpatient Hospital Services (Includes maternity)	$250/admit	20%	$500/day (3-days max)
Outpatient Surgery	$100	Facility: 10% Hospital: 20%	$250
Urgent Care (Co-pay waived if admitted)	$20	$40	$20
Emergency Room (Co-pay waived if admitted)	$100	$100	$150
Ambulance	$50	$100	$150
PRESCRIPTION DRUGS			
Calendar Year Drug Deductible	None	None	None
Retail Prescription (Tier 1/Tier 2/Tier 3/Specialty)	$10/$30/$60/ 20% up to $250 (up to 30-day supply)	$10/$30/$50/ 30% up to $250 (up to 30-day supply)	$15/$35/ 30% up to $200 (generic/brand/specialty) (up to 30-day supply)
Mail-Order Prescription (Tier 1/Tier 2/Tier 3)	$20/$60/$120 (up to 90-day supply)	$20/$75/$125 (up to 90-day supply)	$30/$70/ Not Covered (generic/brand/specialty) (up to 100-day supply)

*Fertility benefits limited to diagnosis of fertility issues and artificial insemination. Lifetime maximum benefit coverage apply. Refer to individual carrier policy for more details.

PPO Plans

Health Net® Health Net®

	PPO Plan		PPO HSA Plan	
WHAT YOU PAY	**In-Network**	**Out-of-Network****	**In-Network**	**Out-of-Network****
Calendar Year Deductible (Single/Family)	$1,000/$3,000	$2,000/$6,000	$2,800/$5,600	$5,600/$11,200
Calendar Year Out-of-Pocket Maximum (Single/Family)	$3,000/$9,000	$6,000/$18,000	$5,000/$10,000	$10,000/$20,000
Preventive Services	No Charge (deductible waived)	Not Covered	No Charge (deductible waived)	Not Covered
Office Visits (Primary/ Specialist/ Telehealth)	$30/$50/$0 (deductible waived)	40%/40%/Not Covered (after deductible)	30%/30%/$0 (after deductible)	50%/50%/Not Covered (after deductible)
Chiropractic/ Acupuncture	$30 (deductible waived)/ 20% (after deductible)	40% (after deductible)	30%/30% (after deductible)	50% (after deductible)
Fertility Services*	50% (after deductible)	Not Covered	50% (after deductible)	50% (after deductible)
Lab & X-ray	20% (after deductible)	40% (after deductible)	30% (after deductible)	50% (after deductible)
Complex Radiology (Includes CT, PET and MRI)	20% (after deductible)	40% (after deductible)	30% (after deductible)	50% (after deductible)
Inpatient Hospital Services (Includes maternity)	20% (after deductible)	40% (after deductible)	30% (after deductible)	50% (after deductible)
Outpatient Surgery	Facility: 10% Hospital: 20% (after deductible)	40% (after deductible)	Facility: 20% Hospital: 30% (after deductible)	50% (after deductible)
Urgent Care (Co-pay waived if admitted)	$50 (deductible waived)	40% (after deductible)	30% (after deductible)	50% (after deductible)
Emergency Room (Co-pay waived if admitted)	$100 + 20% (after deductible)	$100 + 20% (after deductible)	$100 + 30% (after deductible)	$100 + 30% (after deductible)
Ambulance	$50 + 20% (after deductible)	$50 + 40% (after deductible)	30% (after deductible)	30% (after deductible)
PRESCRIPTION DRUGS				
Calendar Year Drug Deductible	None		Medical Plan Deductible Applies	
Retail Prescription (Tier 1/Tier 2/Tier 3/Specialty)	$10/$30/$50/ 30% up to $250 (up to 30-day supply)	Retail co-pay + 50%	$15/$35/$55/ 30% up to $250 (up to 30-day supply)	Retail co-pay + 50%
Mail-Order Prescription (Tier 1/Tier 2/Tier 3)	$20/$75/$125 (up to 90-day supply)	Not Covered	$30/$87.50/$137.50 (up to 90-day supply)	Not Covered

*Fertility benefits limited to diagnosis of fertility issues and artificial insemination. Lifetime maximum benefit coverage apply. Refer to individual carrier policy for more details.
**Out of Network services are limited to a maximum allowed amount/fee schedule reimbursement.

Medical Provider Search

Sutter Health Plus
Your Health Plan

1. Visit www.sutterhealthplus.org
2. Click on “Find a Provider” and enter your Zip Code or City & State
3. If you know what kind of doctor you are interested in select an option from the “Primary Care Specialties” box
4. Click on the “Accepting new patients” box and then click “Search Doctors” and a list of contracted providers that are accepting new patients will be generated

Remember: Choosing Sutter means staying within the Sutter network, with the limited exception for an approved referral for an outside provider from your PCP.

Health Net®

1. Visit www.healthnet.com
2. Click on “Find a Provider” and select a location type from the drop-down menu. Then enter your location details (city & state or zip code).
3. Under “Filter by type of Plan/Network” choose from the below:
    - For **HMO**: select “HMO - SmartCare Network Large Group”
    - For **PPO or HSA**: select “PPO - Large Group”
4. Click the type of care you are searching for (doctors, urgent cares, hospitals, etc.)

Remember: Provider contracts are always changing with the carrier. Please call your provider or Health Net to ensure that the provider’s are still in-network before going to see them.

KAISER PERMANENTE®

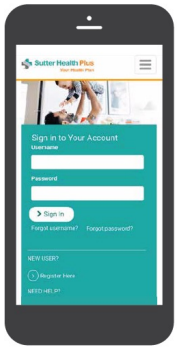
1. Please visit www.kp.org
2. Click on “Doctors & Locations”
3. Choose the region you are searching in and enter your zip code
4. Press “Search” you will see a listing of doctors

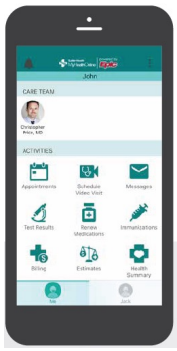
Remember: Choosing Kaiser means staying within the Kaiser network, with the limited exception for an approved referral for an outside provider from your PCP.

Looking for Chiropractic or Acupuncture Services?

- When you need chiropractic or acupuncture care under the Kaiser HMO plan, you can visit any participating provider in California from the ASH plan network without referral from your HMO PCP.
- Find an ASH Plan Participating Provider near you by calling the customer service line at 1-800-678-9133 weekdays from 5am to 6pm (PST) or visiting the website www.ashlink.com/ash/kp.

Member Tools





Available on the App Store

Google play

Sutter Member Portal & My Health Online

Sutter Health Plus
Your Health Plan

Sutter Health Plus offers a member portal for your convenience. Just visit https://shplus.org/memberportal, and after you register on the portal, you will have easy access from your smartphone, tablet or computer to:

- Renew prescriptions & view test results
- Pay bills and copays online
- Change your primary care physician
- Request or print member ID cards
- Access your summary of deductibles and out-of-pocket balances
- Review your benefit details and Evidence of Coverage (EOC)

You can also enroll in My Health Online (MHO), a convenient way to manage your health when and where you want. With MHO, it's easy to stay connected with your care team and have 24/7 access to your health information. Log in at https://mho.sutterhealth.org, and through the portal you can:

- Book a video visit & email your care team
- Make an appointment
- Sign up for text reminders

Health Net Mobile App

Health Net

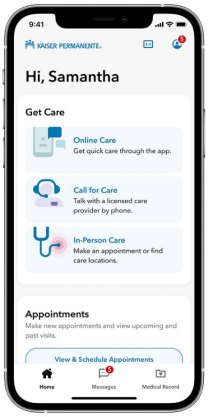
The Health Net Mobile app is the easiest way to connect to your www.healthnet.com online account.

Once you're a registered on the Health Net member site, you can use the member app to quickly get plan, co-pay and deductible information. You can also access Provider Search and a mobile version of your Health Net ID card.



Available on the App Store

Google play



Available on the App Store

Google play

Kaiser Mobile App & Member Portal

KAISER PERMANENTE

With the Kaiser app, keeping up with your care is quick, easy, and secure. Just download the mobile app at no cost from your preferred app site.

- Schedule or cancel routine appointments
- Email your doctor's office with non-urgent questions
- Refill most prescriptions & check most lab results
- Access a digital version of your member ID card
- View and pay bills

Register as a member through the Kaiser online portal by visiting kp.org/registernow.

Virtual Visits

When you need care — anytime, day or night — virtual visits can be a convenient option. Talk with a doctor 24/7 about mild conditions such as flus, fevers, colds, sore throats, migraines, rashes, allergies, stomach aches, pink eye, and more.

Sutter Video Visits – $25

Sutter Health Plus
Your Health Plan

You have access to video visits through your My Health Online (MHO) account, with same-day appointments for common and minor illnesses.

Download the MHO mobile app for the best experience using virtual care. You can also access virtual visits through your computer. Select "Schedule Video Visit" and pick a time for your visit. At the time of your appointment, log into MHO. Select your scheduled Video Visit and click "Begin Video Visit."

Available on the App Store | Google play

For more information visit, www.sutterhealth.org/video-visits.

Health Net Care with Babylon Health – $0 (HSA Plan: covered after deductible)

Health Net®

With the Babylon app you can make a video appointment to speak face-to-face with a health care provider for non-emergency issues at any time day or night, 24/7.

Available on the App Store | Google play

1. Search & download the Babylon Health app.
2. To sign-up, enter your information and the code **HNCOM**. You must be 18 or older to sign up. If you are a parent or guardian setting up an account for a child under 18, you must sign-up first and then add the child to your account. You will also need to be present during the child's Babylon video appointment.

Kaiser Virtual Care – $0

KAISER PERMANENTE®

Kaiser offers phone and video appointments with your doctor, as well as 24/7 medical advice and guidance through their service team. You can even email your doctor through your Kaiser mobile app. These options are perfect for conditions such as colds, flus, allergies, sinus issues, and other mild medical needs.

Available on the App Store | Google play

E-visits

1. Log in at **www.kp.org/appointments** or go to Get Care on the KP mobile app
2. Answer questions online about your symptoms. Based on your answers, you'll receive treatment information or instructions.

Telephone Appointments

1. Log in at **www.kp.org** or the KP mobile app, or call (650) 358-7015, Monday through Friday, 7 a.m. to 7 p.m.

Video visits

1. Call (650) 358-7015, Monday through Friday, 7 a.m. to 7 p.m. and check if a video visit is appropriate for your condition and available.

Medical Preventive Services

The following are examples of Preventive Services covered by your policy. For a complete list of these services, please refer to your combined Evidence of Coverage and Disclosure Form. Preventive Services are covered 100%.

CHILD PREVENTIVE CARE	MEN & WOMEN'S PREVENTIVE CARE	ADULT PREVENTIVE CARE
Screening Tests ○ Behavioral counseling to promote a healthy diet ○ Blood pressure ○ Cervical dysplasia screening ○ Cholesterol and lipid level ○ Depression screening ○ Type 2 diabetes screening ○ Hearing screening ○ Height, weight and body mass index (BMI) ○ Hemoglobin (blood count) ○ HPV screening ○ Lead testing ○ Newborn screening ○ Screening and counseling for obesity ○ Oral (dental health) assessment ○ Screening and counseling for STIs ○ Vision screening **Immunizations** ○ Diphtheria, tetanus and pertussis (whooping cough) ○ Haemophilus influenza type b ○ Hepatitis A and Hepatitis B ○ Human papillomavirus (HPV) ○ Influenza ○ Measles, mumps and rubella ○ Meningococcal (meningitis) ○ Pneumococcal (pneumonia) ○ Polio ○ Rotavirus ○ Varicella (Chicken Pox)	**Men** ○ Aortic aneurysm screening (men who have smoked) ○ Prostate cancer **Women** ○ Well-woman visits ○ Breast cancer testing for BRCA 1 and BRCA 2 when certain criteria are met ○ Breastfeeding: primary care intervention to promote breastfeeding support, supplies and counseling ○ Contraceptive (birth control) counseling ○ FDA-approved contraceptive services provided by a doctor ○ Counseling related to chemoprevention for women with a high risk of breast cancer ○ Counseling related to genetic testing for women with a family history of ovarian or breast cancer ○ HPV screening ○ Screening and counseling for interpersonal and domestic violence ○ Pregnancy screenings: includes, but is not limited to, gestational diabetes, hepatitis, iron deficiency, anemia, and STDs ○ Pelvic exam and Pap test, including screening for cervical cancer	**Screening Tests** ○ Behavioral counseling to promote a healthy diet ○ Blood pressure ○ Bone density test to screen for osteoporosis ○ Cholesterol and lipid (fat) level ○ Colorectal cancer, including fecal occult blood test, barium enema, flexible sigmoidoscopy, screening colonoscopy and related prep kit and CT colonography (as appropriate) ○ Depression screening ○ Hepatitis C virus (HCV) for people at high risk for infection and a one-time screening for adults born between 1945 and 1965 ○ Type 2 diabetes screening ○ Eye chart test ○ Obesity ○ STIs ○ Tobacco use: related screening and behavioral counseling ○ Violence, interpersonal and domestic: related screening and counseling **Immunizations** ○ Diphtheria, tetanus and pertussis ○ Hepatitis A and Hepatitis B ○ HPV ○ Influenza ○ Meningitis ○ Measles, mumps and rubella ○ Pneumococcal ○ Varicella (Chicken pox) ○ Zoster (shingles)



Dental & Vision Plans

MetLife HMO Dental

Dental HMOs are designed to help you and your family maintain oral health and reduce your out-of-pocket costs, and they're simple to use. Just select a participating (network) dentist at enrollment and refer to your Schedule of Benefits to determine your benefits for each covered service.

This type of insurance requires some type of prepayment from you. In exchange, you get dental care from a network of dental care providers. If you want to use a dentist outside the approved network, you must pay your entire dentist's bill yourself.

MetLife PPO Dental

You may see any dentist, but you will have a higher benefit level and lower out-of-pocket costs if you visit a MetLife PPO network dentist. Savings are greater when you visit an In-Network provider because MetLife's contracted dentists have agreed to provide care at a negotiated rate.

Out of Network benefit amounts are subject to the MetLife contracted fee schedule. You will be responsible for the difference between the plan payment and the dentist's usual charge.

MetLife/VSP Vision Care

A vision plan is one of the most requested benefit options. We are pleased to provide an affordable vision plan. The plan utilizes the VSP Choice network.

VSP has one of the largest networks of private practicing optometrists, ophthalmologists, and opticians. In addition to the vision plan benefits provided through your benefits program, VSP offers a number of non-covered services at a discount.

Metlife Dental HMO Plan

MetLife

	WHAT YOU PAY*
Plan Maximums	
Calendar Year Deductible	**None**
Calendar Year Maximum Benefit	**None**
Preventive Procedures	
Office Visit	**$5**
D1110/D1120 Cleaning Adult/Child	**$0**
D0210 – D0330 X-rays & Imaging	**$0**
Restorative Procedures	
D2391 White Filling (posterior)	**$25**
D3330 Molar Endodontics (root canal)	**$95**
D4261 Periodontal Osseous Surgery (gum disease)	**$198**
D4342 Periodontal Scaling & Root Planing (gum disease)	**$19**
Major Procedures	
D5110 – D5120 Complete Denture (maxillary or mandibular)	**$125**
D5211 – D5212 Partial Denture (maxillary or mandibular)	**$110**
D6241 Pontic (porcelain fused to a high noble metal)	**$100**
D6750 Crown (porcelain fused to a high noble metal)	**$100**
D7220 Surgery to remove impacted tooth (soft tissue)	**$20**
Orthodontia	
Comprehensive Orthodontic Treatment (child)	**$1,450**
Comprehensive Orthodontic Treatment (adult)	**$1,450**

* Please view the carrier's schedule of benefits for a more comprehensive outline.

Key Facts:

- No plan maximum, unlimited benefit coverage
- You must make all appointments with your assigned DHMO dentist
- You must contact MetLife before the 15th of the month to change your dentist
- Always request a treatment plan before you have services done!

Metlife Dental PPO Low Plan

MetLife

	WHAT YOU PAY	
	In Network*	Out Of Network*
Plan Maximums		
Calendar Year Deductible (single/family)	**$50/$150**	**$100/$300**
Calendar Year Maximum Benefit	**$2,000 per person per calendar year**	**$1,500 per person per calendar year**
Preventative Procedures		
Oral Examinations, Bitewing or Full Mouth X-rays, Cleanings	**0% (deductible waived)**	**0% (deductible waived)**
Basic Procedures		
Fillings, Endodontics (root canal therapy), Periodontics, Sealants, Simple Oral Surgery and Simple Extractions	**20%**	**20%**
Major Procedures		
Crowns, Inlays, Onlays and Cast Restorations, Bridges and Dentures	**50%**	**50%**
Orthodontic Procedures		
Orthodontia	**Not Covered**	

** Reimbursement is based on PPO contracted fees for PPO dentists, and maximum allowable charges for non-MetLife dentists.*

Key Facts:

- Free exams, cleanings, & x-rays
- Plan allowance (calendar year maximum benefit) resets every January 1
- Always request a treatment plan before you have services done!

Metlife Dental PPO High Plan

MetLife

	WHAT YOU PAY	
	In Network*	Out Of Network*
Plan Maximums		
Calendar Year Deductible (single/family)	$0/$0	$100/$300
Calendar Year Maximum Benefit	$2,500 per person per calendar year	$2,000 per person per calendar year
Preventative Procedures		
Oral Examinations, Bitewing or Full Mouth X-rays, Cleanings	0% (deductible waived)	0% (deductible waived)
Basic Procedures		
Fillings, Endodontics (root canal therapy), Periodontics, Sealants, Simple Oral Surgery and Simple Extractions	20%	20%
Major Procedures		
Crowns, Inlays, Onlays and Cast Restorations, Bridges and Dentures	50%	50%
Orthodontic Procedures		
Orthodontia	$1,500 lifetime maximum benefit 50% (children & adults)	

** Reimbursement is based on PPO contracted fees for PPO dentists, and maximum allowable charges for non-MetLife dentists.*

Key Facts:

- Free exams, cleanings, & x-rays
- Plan allowance (calendar year maximum benefit) resets every January 1
- Always request a treatment plan before you have services done!

Metlife/VSP Vision

MetLife vsp

	WHAT YOU PAY	
	In Network	Out of Network
Exams		
Vision Exam (every 12 months)	**$10**	**Reimbursement up to $45**
Lenses		
Single Bifocal Trifocal (every 12 months)	**$25**	**Reimbursement up to:** **$30** **$50** **$65**
Frames		
Frames (every 12 months)	**$150 allowance, then 20% off amount over frame allowance** **$85 allowance at Costco, Walmart, Sam's Club**	**Reimbursement up to $70**
Contacts (In Lieu of Glasses)		
Medically Necessary (every 12 months)	**$25**	**Reimbursement up to $210**
Elective (every 12 months)	**$150 allowance**	**Reimbursement up to $105**
Contact lens exam (fitting and evaluation)	**Not to exceed $60**	**Not Covered**

Key Facts:

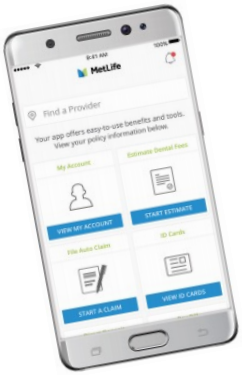
- Services are covered based on your **most recent service date**. You can have a new eye exam and purchase new lenses 12 months after your last eye exam or lens purchase. You can purchase new frames 12 months after your most recent purchase.
- Additional lens enhancements available at a co-pay or discount.
- Out of Network services may require you to make a full payment at the time or services, and submit a claim form for reimbursement.

Dental/Vision Provider Search

1. Visit www.metlife.com
2. Under the tab “Support”, click on “Find a Dentist”
3. Enter your Zip Code or City & State. You may also search for a specific dentist or dental office.
4. Choose your plan:
    1. For **Dental HMO:** select “Dental HMO/Managed Care”. After you click “Find”, select “Met100” from the drop down list.
    2. For **Dental PPO:** select “PDP”
5. Click on the “Accepting new patients” box and a list of contracted providers that are accepting new patients will be generated

Remember: If you choose the Dental HMO plan, you will need to select a primary dental provider. If you choose the Dental PPO plan, you do not need to elect a primary dental provider, but we recommend requesting pre-determination for all proposed services prior to receiving treatment to determine what the plan will cover and what your out of pocket cost will be.

1. Visit www.metlife.com
2. Under the tab “Support”, click on “Find a Vision Provider”
3. Enter your Zip Code or City & State, and a list of contracted providers will be generated



MetLife Mobile App

Find a MetLife Dental or Vision Provider and access your ID cards all in one easy-to-use app. One username and password gives you 24/7 access to your health plan information from your desktop, laptop and mobile device.

Download the mobile app today or visit www.metlife.com for more details and FAQs.

Flexible Spending Accounts

What is an FSA?

A Flexible Spending Account (FSA) is an account that allows you to set aside pre-tax dollars from your paycheck to use on eligible health care and dependent care expenses. You elect how much you want to contribute each year, and your employer deducts the amount from your paychecks for the plan year.

Health Care Reimbursement FSA

The annual maximum contribution to the Health Care Reimbursement FSA is $2,750
The Health Care Reimbursement FSA allows you to pay for certain health care services and items for you, spouse and dependents. These are items such as:

- Prescriptions
- Co-pays
- Dental & Vision care
- Certain over-the-counter items and medicines

For more information about eligible expenses, please refer to IRS Publication 502 available at www.irs.gov/publications/p502/index.html

Dependent Care Reimbursement FSA

The annual maximum contribution to the Dependent Care Reimbursement FSA is $5,000
The Dependent Care Reimbursement FSA allows you to use pre-tax dollars toward qualified dependent care. Care must be for a tax-dependent child under age 13 who lives with you, or a tax-dependent, spouse or child who lives with you and is incapable of caring for themselves. Also, the care must be needed so that you and your spouse (if applicable) can go to work. Care must be given during normal working hours and cannot be provided by another of your dependents. Typical expenses include:

- Before- and after-school care
- Day care, preschool, nursery school
- Adult day care

THE ADVANTAGE GROUP

"Use-It-or-Lose-It" Rule

The Health Care and Dependent Care Reimbursement FSAs run on a plan year basis. The current plan year is from July 1, 2021 through June 30, 2022; claims can only be for services/expenses incurred during the plan period. Any funds left unclaimed will be forfeited. Your employer has elected to offer a $500 rollover option for Health Care Reimbursement, which will allow you to roll over up to $500 of unused contributions into the next plan year. Please refer to your plan documents for additional information.

MyFlex

Available on the App Store | Google play

The *MyFlex* Mobile App allows you to view FSA balances and submit claims and receipts.

FSA store

Have leftover funds at the end of the year? Visit www.fsastore.com to purchase FSA-eligible items before the end of the plan year, and also review the updated FSA Eligibility list.

Life Insurance

All benefit eligible employees are provided with employer-paid Life and Accidental Death & Dismemberment (AD&D) coverage. All eligible employees are automatically enrolled in Life and AD&D plans. This benefit is paid for 100% by your employer.

Employee Basic Life Insurance & Accidental Death and Dismemberment (AD&D)

- Benefit amount of $50,000
- AD&D provides 100% of the Basic Life benefit
- In the event of death that occurs from a covered accident, both Life and AD&D benefit would be payable each in the amount of the basic life insurance.

Benefits After Age 70

Your life benefits will reduce after age 70, and the reduction schedule is as follows:

- Reduce to 70% at age 70, reduce to 40% at age 75



- Consider updating your Life Insurance beneficiary through the Ease enrollment portal.
- You may update your Life Insurance Beneficiary any time during the year as often as you would like.

As an added benefit, you may purchase Supplemental Life and Accidental Death & Dismemberment insurance for you and your dependents. This benefit is voluntary and paid for 100% by eligible employees through payroll deductions.

Supplemental Employee Life/AD&D

Employees may purchase additional coverage in $10,000 increments not to exceed $500,000 or 5 times their salary. The Guaranteed Issue* amount is $100,000.

Supplemental Spouse Life/AD&D

You may purchase additional coverage for your spouse in $5,000 increments to the lesser of $100,000 or 50% of employee coverage. The Guaranteed Issue* amount is $30,000.

Supplemental Child(ren) Life/AD&D

You may purchase additional coverage for your child(ren). For children age 6 months to 26 years (if full-time student), you may purchase additional coverage of $1,000 $2,000, $4,000, $5,000 or $10,000. For infants (birth to age 14 days), the benefit is $100, and from age 15 days to 6 months the benefit is $1,000.

Should you choose to elect coverage outside of your initial eligibility period, or you elect coverage above the Guaranteed Issue amount, you or your spouse will need to complete the Statement of Health Form for medical underwriting purposes*



Employee Assistance Plan (EAP)

This benefit is paid for 100% by Sequoia Grove. There is no cost to you, the employee.
All members of your household can utilize the benefits of this program.

All benefit eligible employees are provided with employer paid Employee Assistance Plan (EAP) through MetLife. All eligible employees are automatically enrolled in the EAP. All members of your household can utilize the benefits of this program.

Life is full of challenges and sometimes balancing it is difficult. The EAP is there when you need it. MetLife offers the appropriate assistance for a wide range of issues and provides referrals to professional counselors or services that can help you resolve emotional health, family and work issues.

- Healthy Living
- Stress Management
- Mental Health
- Diet & fitness
- Overall wellness
- Parenting support
- Child & elder care
- Learning programs
- Special needs help
- Legal issues
- Will preparation
- Taxes
- Debt
- Financial planning

MetLife

Along with unlimited telephonic access, the EAP also offers 5 face-to-face visits with a counselor per person per issue. Member Services Available 24/7!

Phone: 888-319-7819
Online: www.metlifeeap.lifeworks.com (username: **metlifeeap** Password: **eap**)

Voluntary Short Term Disability

This benefits is paid for 100% by the employee.

MetLife provides employees with Voluntary Short Term coverage for those unexpected situations that may keep you from performing the daily responsibilities of your job. Your disability plan is available to help supplement your income when you are not able to continue employment for a certain period of time. This benefit is voluntary and paid for 100% by eligible employees through payroll deductions.

Elimination Period

Benefits begin after the end of the elimination period. The elimination period begins on the day you become disabled and is the length of time you must wait, while disabled, before you are eligible to receive a benefit. For injury, accident, and pregnancy, the elimination period is 7 days.

Coverage Period

Benefits continue for as long as you are disabled up to a maximum duration of 12 weeks of Disability.

Benefit Amount

The Short Term Disability benefit replaces a portion of your pre-disability earnings. The benefit amount is 20% of your pre-disability weekly earnings up to $700 per week.

Pre-Existing Condition

Employees are subject to a pre-existing condition limitation. The pre-existing condition under this plan is 3/12 which means any condition that you receive medical attention, treatment, or medication for in the 3 months prior to your effective date of coverage that results in a disability during the first 12 months of coverage, would not be covered.

How do I submit a Short Term Disability Claim?

A completed Short Term Disability Claim is necessary for MetLife to review a claim. Please make a copy of the completed form for your records. Make sure you have provided all required information and answered all questions completely and accurately. You, your Employer, and your Attending Physician will need to provide information on this claim form.

Submit a claim online:

https://mybenefits.metlife.com

- Locate Sequoia Grove and then register online.



Start a claim over the phone:

1-800-438-6388

Submit a paper claim form:

MetLife Group STD Claims
P.O. Box 80826
Lincoln, NE 68501-0826
Phone: (800) 438-6388
Fax: (855) 306-7350

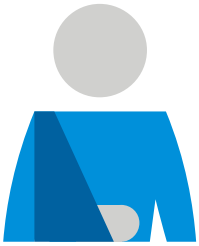
Voluntary Accident

This benefits is paid for 100% by the employee.

TRANSAMERICA®

With the high cost of medical care today, a trip down the stairs can hurt your bank account as much as your body. Accident insurance can pay you money based on the injury and the treatment you receive, whether it's a simple sprain or something more serious, like an injury from a car accident.

Accident benefits pay in addition to other insurance, and can be used to help cover gaps in health insurance or other expenses if the unexpected happens. The money is paid directly to you and you decide how to spend it. This benefit is voluntary and paid for 100% by eligible employees through payroll deductions.



Benefits:

- Covers off-the-job accidents 24-hours per day
- Covers employee and spouses to age 65, covers children to age 26
- Family coverage is available
- Guarantee Issue: No Medical Questions asked
- Conversion Option available: you can take your policy with you if you leave your employer

Covered Conditions	24-Hour Off-Job Coverage Transamerica Accident Insurance Pays YOU
Fractures	$420 - $6,000
Dislocations	$180 - $4,800
Concussions	$140
Lacerations	$28 - $420
Ambulance	$210 - $1,050
Emergency Care	$150
CT/MRI/EEG Scan	$240
Physician Follow-Up	$50
Physical Therapy	$50
Hospital	$1,050 (ICU or non-ICU) per accident + Non-ICU $150/day (up to 365 days) ICU $450/day (up to 15 days)

Plus many other events!

Voluntary Critical Illness

This benefits is paid for 100% by the employee.

TRANSAMERICA®

What's a critical illness? Some common examples are heart attack, stroke and cancer diagnosis. The medical treatment for these conditions can be very expensive.

Critical illness insurance with Transamerica can help by paying a lump sum payment directly to you at the first diagnosis of a covered condition. You decide how to spend it. You can use this coverage more than once for different conditions, but each condition is payable once per lifetime. This benefit is voluntary and paid for 100% by eligible employees through payroll deductions.

Plan Highlights

- Covers employee and spouses to age 65, covers children to age 26
- Employee benefit options: $10,000, $20,000 or $30,000
- Spouse benefit options: 100% of employee benefit
- Children benefit options: 100% of employee benefit
- Guarantee Issue: No Medical Questions asked
- Wellness Screening Benefit: pays $50 when a covered person undergoes a health screening test
- Conversion Option available: you can take your policy with you if you leave your employer
- Each illness is eligible for its own payout
- No pre-existing condition limitation
- No age reduction



Covered Conditions

- Heart Attack
- Stroke
- Major Organ Failure
- End Stage Renal Failure
- Loss of Speech
- Loss of Sight
- Coronary Artery Disease
- Cancer
- Plus many Other Conditions

Voluntary Hospital Indemnity

This benefits is paid for 100% by the employee.

Hospital indemnity (HI) insurance pays a cash benefit if you or an insured dependent (spouse or child) are confined in a hospital for a covered illness or injury. It also provides additional daily benefits for related services. Even with the best primary health insurance plan, out-of-pocket costs from a hospital stay can add up. This benefit is voluntary and paid for 100% by eligible employees through payroll deductions.

The benefits are paid in lump sum amounts to you, and can help offset expenses that primary health insurance doesn't cover (like deductibles, co-insurance amounts or co-pays), or benefits can be used for any non-medical expenses (like housing costs, groceries, car expenses, etc.).

Benefits:

- Covers on- and off-the-job injury or illness, 24-hours per day
- Covers employee and spouses to age 65, covers children to age 26
- Family coverage is available
- Guarantee Issue: No Medical Questions asked
- Conversion Option available: you can take your policy with you if you leave your employer
- No pre-existing condition limitations
- Pregnancy: excluded if occurring within the first 10 months of the Covered Person's effective date of coverage
- Wellness Screening Benefit: pays $50 when a covered person undergoes a health screening test



Covered Benefits	24-Hour On/Off-Job Coverage Transamerica Hospital Insurance Pays YOU
Hospital Coverage (Accident or Sickness)	
Admission Per member per calendar year	$1,000
Confinement	Non-ICU $100/day up to 31 days ICU $100/day up to 30 days
Pre-Existing Condition	None
Pregnancy	Covered after 10 months
Wellness Benefit	$50/person covered
Conversion	Included

Transamerica Claims Processing

TRANSAMERICA®

Do you have what you need to file a claim?

Having all your documents together helps make submitting a claim a smoother process. Look below to see the documentation needed for each type of claim. Please include your name and Social Security number on all claims.

Wellness

- Date wellness services were provided
- Provider's contact information
- List of services provided

Accident, Critical Illness, and Hospital Indemnity Claim Filing Requirements

- Completed claim form
- Attending physician statement
- Itemized statement
- Discharge summary (if hospitalized)
- Police report (if applicable to the loss)

Online (cannot be utilized for wellness claims)

1. Log in at **www.tebcs.com**. If you're not registered, click "New User Registration" and use your contract (certificate or policy) number and personal information, including Social Security number, to register.
2. Click on the policy you're using to file a claim.
3. Once inside the policy's contract details, click on claims, then on the specific type of claim you want to file.
4. Complete all requested information. If your claim requires a specific form, it will be provided here.
5. Print a copy of your claim submission for your records.

Email

1. Email claim documents to: **SelfAdminClaims@transamerica.com**
2. Include the insured's name and policy/certificate number.
3. You will receive an email acknowledgment of receipt.

Phone

1. Contact the Transamerica Claims Customer Service Department at **855-244-8318**.
2. Be ready to provide all claim information.

Fax

- Fax claim documents to **855-604-5205**.
- Include the insured's name and policy/certificate number.
- All documents should be clear and readable.

Mail

- Mail completed claim documents to:
  Transamerica – Claims, PO BOX 869090, Plano, Texas, 75075
- Include the insured's name and policy/certificate number.

403b Savings Plan

We are committed to helping you save for retirement and encourage all eligible employees to take advantage of our 403(b) Retirement Savings Plan through Teacher's Pension Exchange (TPX).

Regardless of how far you may be from retirement, the sooner you start saving, the more time your money has to grow through compounding interest.

2021 IRS Maximum Allowed Contribution: $19,500 (If over age 50: $6,500 additional)

Your 403(b) contributions are all pretax, which can reduce your current-year taxable income, and you can make changes to your contribution amount at any time.

TPX offers a variety of resources to educate you about the benefits of retirement savings:

- Video Resources
- Easy to use retirement calculators
- Resource Articles
- Dedicated financial wellness consultants

Develop a retirement plan with the help of a financial professional!

https://tpensions.com/sequoiagrove

Phone: **888-498-6870**
Email: tpx@tpensions.com

Financial Wellness

Immediate

Immediate is a financial wellness solution designed to improve the quality of life by smoothing out income peaks and valleys. No more need to wait until the next payday to access your earnings.

How Immediate works

You will receive a registration email and registration code to use when downloading the app. Immediate will confirm your hours worked and wages earned and simply charge a small fee to access your wages early. You are able to access up to 50% of your earned wages, and those dollars are then deducted from your next paycheck.

Immediate is not a loan, nor does it have a payback period.

Immediate use — step by step

It's fast and easy to sign up and start using Immediate.

Sign up

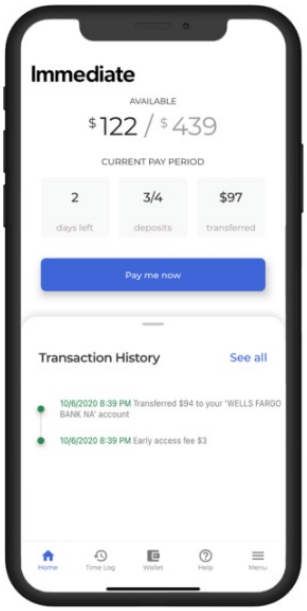
1. Open the invitation email from: invite@joinimmediate.com
2. Download the **ImmediatePay** app to your mobile device
3. Enter the activation code from the invitation email
4. Verify your account with the verification code sent to your email address
5. Complete your password setup

Set up your wallet

1. Open the Immediate app
2. Click "Wallet"
3. Click "+" to add your bank account

Make a transaction

1. Click "pay me now"
2. Select the amount you want and your account
3. Click confirm



Scan to download

Available on the App Store

Google play



Voluntary Pet Insurance

This benefit is paid for 100% by the employee.

ASPCA offers employees the ability to purchase discounted Pet Insurance. This benefit is voluntary and paid for 100% by eligible employees and paid directly to ASPCA.

ASPCA PET HEALTH INSURANCE

PETS ARE DEPENDENTS, TOO.

What do the plans cover?

ASPCA plans provide nose-to-tail coverage for a wide range of injuries, illnesses, genetic conditions, and emergency care for dogs and cats. Coverage is provided with no claim limits and offers unlimited lifetime benefits with an annual deductible. Multiple discounts are applied at time of rate quote with actual dollar savings presented to the pet parent. The plan co-insurance can cover up to 90% of your veterinary bills.

Refer to the ASPCA website for a complete description of this plan.

How does the benefit schedule work?

Unlimited lifetime benefits are available with no caps on claims. There are some pre-existing conditions on the plans, and the plans do not cover routine care, office visits, or spay/neutering.

How to Enroll

Phone: call 877-343-5314 and tell the pet insurance specialist that you're an employee of Sequoia Grove.

Online: visit the link below to obtain personalized rates. The rates given will include your group discount.

Sign up for these plans any time during the year! Visit:
www.aspcapetinsurance.com/SequoiaGrove
Save with your priority code: **EB21SequoiaGrove**

Employee Support Center

Committed to YOU.



YOUR EMPLOYEE SUPPORT CENTER

Supporting You With...

- Benefits Inquiry
- Claims Assistance
- Eligibility
- Materials/Forms Request
- Plan Education
- Provider Network Inquiries
- Referral/Pre-authorization

...maximizing your benefits.

toll free
855.670.2222
local number
818.539.8804
email
LosAngeles.ESC@ajg.com

Gallagher
Insurance | Risk Management | Consulting

license #0D36879

Health Insurance Marketplace

Notice of Medical Coverage Options:

THE NEW HEALTH INSURANCE MARKETPLACE

Under federal law, beginning January 1, 2014, individuals will be required to have minimum essential health coverage, or else be subject to a penalty. This is referred to as the “individual mandate.” The Health Insurance Marketplace is intended to help individuals meet the individual mandate requirement by providing another marketplace to purchase coverage, and possibly qualify for federal assistance. Individuals who have insurance through their employers (or who are eligible for insurance through their employers) may opt out of the employer plan during their renewal period and go to the Health Insurance Marketplace to purchase health insurance (note employers are not required to pass on their employer contribution towards an employee's coverage election in the Health Insurance Marketplace). Based upon your specific income level and household size, you may receive more affordable coverage for yourself and/or dependents through the Health Insurance Marketplace. Individuals who have insurance through their employers (or who are eligible for insurance through their employers) are not eligible for federal assistance through the individual mandate.

The Health Insurance Marketplace website will help people find out whether they qualify for federal financial assistance that will reduce their costs for medical coverage. Depending on your income and family size, you could be eligible for no-cost Medicare or for tax credits to help reduce your monthly premium costs. You do not need to purchase coverage through the Health Insurance Marketplace if you already have medical coverage. However, you have the option to do so if you wish.

Health Insurance Marketplace

If you have questions, please visit the Health Insurance Marketplace website at **www.Healthcare.gov**

Important Employee Notifications

Model General Notice Of COBRA Continuation Coverage Rights

Introduction: You're getting this notice because you recently gained coverage under a group health plan (the Plan). This notice has important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. This notice explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect your right to get it. When you become eligible for COBRA, you may also become eligible for other coverage options that may cost less than COBRA continuation coverage.

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and other members of your family when group health coverage would otherwise end. For more information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

You may have other options available to you when you lose group health coverage. For example, you may be eligible to buy an individual plan through the Health Insurance Marketplace. By enrolling in coverage through the Marketplace, you may qualify for lower costs on your monthly premiums and lower out-of-pocket costs. Additionally, you may qualify for a 30-day special enrollment period for another group health plan for which you are eligible (such as a spouse's plan), even if that plan generally doesn't accept late enrollees.

What is COBRA continuation coverage?: COBRA continuation coverage is a continuation of Plan coverage when it would otherwise end because of a life event. This is also called a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you're an employee, you'll become a qualified beneficiary if you lose your coverage under the Plan because of the following qualifying events:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

If you're the spouse of an employee, you'll become a qualified beneficiary if you lose your coverage under the Plan because of the following qualifying events:

- Your spouse dies;
- Your spouse's hours of employment are reduced;
- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because of the following qualifying events:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the Plan as a "dependent child."

Important Employee Notifications

When is COBRA continuation coverage available?: The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. The employer must notify the Plan Administrator of the following qualifying events:

- The end of employment or reduction of hours of employment;
- Death of the employee; or
- The employee's becoming entitled to Medicare benefits (under Part A, Part B, or both).

For all other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to your employer.

How is COBRA continuation coverage provided?: Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage that generally lasts for 18 months due to employment termination or reduction of hours of work. Certain qualifying events, or a second qualifying event during the initial period of coverage, may permit a beneficiary to receive a maximum of 36 months of coverage.

There are also ways in which this 18-month period of COBRA continuation coverage can be extended:

1. Disability extension of 18-month period of COBRA continuation coverage: If you or anyone in your family covered under the Plan is determined by Social Security to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to get up to an additional 11 months of COBRA continuation coverage, for a maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of COBRA continuation coverage.

2. Second qualifying event extension of 18-month period of continuation coverage: If your family experiences another qualifying event during the 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if the Plan is properly notified about the second qualifying event. This extension may be available to the spouse and any dependent children getting COBRA continuation coverage if the employee or former employee dies; becomes entitled to Medicare benefits (under Part A, Part B, or both); gets divorced or legally separated; or if the dependent child stops being eligible under the Plan as a dependent child. This extension is only available if the second qualifying event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

Are there other coverage options besides COBRA Continuation Coverage?: Yes. Instead of enrolling in COBRA continuation coverage, there may be other coverage options for you and your family through the Health Insurance Marketplace, Medicaid, or other group health plan coverage options (such as a spouse's plan) through what is called a "special enrollment period." Some of these options may cost less than COBRA continuation coverage. You can learn more about many of these options at www.healthcare.gov.

Important Employee Notifications

If you have questions: Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the contact or contacts identified below. For more information about your rights under the Employee Retirement Income Security Act (ERISA), including COBRA, the Patient Protection and Affordable Care Act, and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit www.dol.gov/ebsa. (Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's website.) For more information about the Marketplace, visit www.healthcare.gov.

Keep your Plan informed of address changes: To protect your family's rights, let the Plan Administrator know about any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Women's Health and Cancer Rights Act of 1998 (WHCRA)

If you have had or are going to have a mastectomy, you may be entitled to certain benefits under the Women's Health and Cancer Rights Act of 1998 (WHCRA). For individuals receiving mastectomy related benefits, coverage will be provided in a manner determined in consultation with the attending physician and the patient, for:

- All stages of reconstruction of the breast on which the mastectomy was performed;
- Surgery and reconstruction of the other breast to produce a symmetrical appearance;
- Prostheses; and
- Treatment of physical complications of the mastectomy, including lymphedema.

These benefits will be provided subject to the same deductibles and coinsurance applicable to other medical and surgical benefits provided under this plan.

Contact your Benefits Administrator for more information.

Newborns' and Mothers' Health Protection Act of 1996

Group health plans and health insurance issuers generally may not, under Federal law, restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child to less than 48 hours following a vaginal delivery, or less than 96 hours following a cesarean section. However, Federal law generally does not prohibit the mother's or newborn's attending provider, after consulting with the mother, from discharging the mother or her newborn earlier than 48 hours (or 96 hours as applicable). In any case, plans and issuers may not, under Federal law, require that a provider obtain authorization from the plan or the insurance issuer for prescribing a length of stay not in excess of 48 hours (or 96 hours).

Extension of Dependent Coverage to Age 26

Individuals whose coverage ended, or who were denied coverage (or were not eligible for coverage), because the availability of dependent coverage of children ended before attainment of age 26 are eligible to enroll in Sutter Health Plus and Kaiser. Individuals may request enrollment for such children for 30 days from the date of notice. Enrollment will be effective retroactively to July 1, 2021.

For more information, contact Sutter Health Plus, Health Net, and Kaiser.

Notice of Special Enrollment Rights

If you are declining enrollment for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must request enrollment within 30 days after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage). In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within 30 days or any longer period that applies under the plan after the marriage, birth, adoption, or placement for adoption. To request special enrollment or obtain more information, contact your Benefits Administrator.

Important Employee Notifications

Lifetime Limit No Longer Applies and Enrollment Opportunity

The lifetime limit on the dollar value of benefits under Sutter Health Plus, Health Net, and Kaiser no longer applies. Individuals whose coverage ended by reason of reaching a lifetime limit under the plan are eligible to enroll in the plan. Individuals have 30 days from the date of this notice to request enrollment.

For more information, contact Sutter Health Plus, Health Net, and Kaiser.

Primary Protection

Sutter Health Plus and Health Nety generally requires the designation of a primary care provider. You have the right to designate any primary care provider who participates in our network and who is available to accept you or your family members. Until you make this designation, Sutter Health Plus designates one for you. For information on how to select a primary care provider, and for a list of the participating primary care providers, contact Sutter Health Plus and Health Net.

Medicaid and the Children's Health Insurance Program (CHIP) Offer Free Or Low-Cost Health Coverage To Children And Families

If you or your children are eligible for Medicaid or CHIP and you're eligible for health coverage from your employer, your state may have a premium assistance program that can help pay for coverage, using funds from their Medicaid or CHIP programs. If you or your children aren't eligible for Medicaid or CHIP, you won't be eligible for these premium assistance programs but you may be able to buy individual insurance coverage through the Health Insurance Marketplace. For more information, visit **www.healthcare.gov**.

If you or your dependents are already enrolled in Medicaid or CHIP, contact your State Medicaid or CHIP office to find out if premium assistance is available.
If you or your dependents are NOT currently enrolled in Medicaid or CHIP, and you think you or any of your dependents might be eligible for either of these programs, contact your State Medicaid or CHIP office or dial **1-877- KIDS NOW** or www.insurekidsnow.gov to find out how to apply. If you qualify, ask your state if it has a program that might help you pay the premiums for an employer-sponsored plan.
If you or your dependents are eligible for premium assistance under Medicaid or CHIP, as well as eligible under your employer plan, your employer must allow you to enroll in your employer plan if you aren't already enrolled. This is called a "special enrollment" opportunity, and **you must request coverage within 60 days of being determined eligible for premium assistance**. If you have questions about enrolling in your employer plan, contact the Department of Labor at www.askebsa.dol.gov or call **1-866-444-EBSA (3272)**.

Out of Network Balance Billing

The amount the plan pays for covered services provided by non-network providers is based on a maximum allowable amount for the specific service rendered. Although your plan stipulates an out-of-pocket maximum for out of network services, please note the maximum allowed amount for an eligible procedure may not be equal to the amount charged by your out of network provider. Your out of network provider may bill you for the difference between the amount charged and the maximum allowed amount. This is called balance billing and the amount billed to you can be substantial. The out-of-pocket maximum outlined in your policy will not include amounts in excess of the allowable charge and other non-covered expenses as defined by your plan. The maximum reimbursable amount for non network providers can be based on a number of schedules such as a percentage of reasonable and customary or a percentage of Medicare. Contact your claims payer or insurer for more information. The plan document or carrier's master policy is the controlling document, and this Benefit Highlight does not include all of the terms, coverage, exclusions, limitations, and conditions of the actual plan language.

Important Employee Notifications

Prescription Drug Coverage and Medicare Part D

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Sequoia Grove and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. If you are considering joining, you should compare your current coverage, including which drugs are covered at what cost, with the coverage and costs of the plans offering Medicare prescription drug coverage in your area. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are two important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
2. Sequoia Grove has determined that the prescription drug coverage offered by Sutter Health Plus, Health Net, and Kaiser is, on average for all plan participants, expected to pay out as much as standard Medicare prescription drug coverage pays and is therefore considered Creditable Coverage. Because your existing coverage is Creditable Coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to join a Medicare drug plan.

When Can You Join A Medicare Drug Plan? You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th.

However, if you lose your current creditable prescription drug coverage, through no fault of your own, you will also be eligible for a two (2) month Special Enrollment Period (SEP) to join a Medicare drug plan.

What Happens To Your Current Coverage If You Decide To Join A Medicare Drug Plan? If you decide to join a Medicare drug plan, your current Sequoia Grove coverage may be affected.

If you decide to join a Medicare drug plan and drop your current Sequoia Grove coverage, be aware that you and your dependents may not be able to get this coverage back.

When Will You Pay A Higher Premium (Penalty) To Join A Medicare Drug Plan? You should also know that if you drop or lose your current coverage with Sequoia Grove and don't join a Medicare drug plan within 63 continuous days after your current coverage ends, you may pay a higher premium (a penalty) to join a Medicare drug plan later.

If you go 63 continuous days or longer without creditable prescription drug coverage, your monthly premium may go up by at least 1% of the Medicare base beneficiary premium per month for every month you did not have that coverage. For example, if you go nineteen months without creditable coverage, your premium may consistently be at least 19% higher than the Medicare base beneficiary premium. You may have to pay this higher premium (a penalty) as long as you have the Medicare prescription drug coverage. In addition, you may have to wait until the following October to join.

For More Information About This Notice Or Your Current Prescription Drug Coverage: Contact the person listed below for further information. Note: you will get this notice each year. You will also get it before the next period you can join a Medicare drug plan, and if this coverage through Sequoia Grove changes. You may also request a copy of this notice at any time.

Important Employee Notifications

For More Information About Your Options Under Medicare Prescription Drug Coverage: More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You will receive a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans. Additional resources: **www.medicare.gov**. Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help; Call **1-800-663-4227 (TTY 1-877-486-2048)**. If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at **www.socialsecurity.gov**, or call them at **1-800-772-1213 (TTY 1-800-325-0778)**.

Am I eligible for Medicare if I am under 65? There are three ways you can get Medicare coverage if you are under 65 years of age.

1. You are eligible for Medicare if you are a U.S. citizen or have your resident visa, have lived in the U.S. for five years in a row, and you have a disability and have been receiving Social Security Disability Insurance (SSDI) for more than 24 months. Your eligibility begins during the month you receive your 25th SSDI check. You do not need to contact anyone. Social Security should automatically mail you your Medicare card three months before you become eligible.
   Note: If you are receiving railroad disability annuity checks, whether you are eligible for Medicare and when you get it, depends on how your disability has been classified by the Railroad Retirement Board.

OR

2. You have been diagnosed with End-Stage Renal Disease (ESRD) and you are getting dialysis treatments or have had a kidney transplant; apply for Medicare benefits (up to 12 months retroactively); and you
   - are eligible to receive SSDI;
   - are eligible to receive railroad retirement benefits; or
   - are otherwise considered to be fully insured by Social Security, as defined by the length of time you have worked and the amount of money you have made (you need a certain amount of Social Security work credits depending on how long you have worked).

   Note: If you are a railroad worker with ESRD, you must contact Social Security, not the Railroad Retirement Board, to find out if you are eligible for Medicare because you have been diagnosed with ESRD.
   When your Medicare benefits begin depends on the circumstance.

OR

3. You have been diagnosed with Amyotrophic Lateral Sclerosis (ALS), commonly known as Lou Gehrig's Disease. You will automatically be enrolled in Medicare the first month you receive SSDI or, if you are a railroad worker, the first month you receive a railroad disability annuity check.
   Note: Because Social Security and Medicare eligibility rules are complex, you should call Social Security at **800-772-1213** to get the most accurate information regarding your particular situation.

Date:	**July 1, 2021**
Name of Entity/Sender:	**Human Resources**
Address:	**4305 South Meridian Road, Meridian CA 95957**
Phone Number:	**(530) 285-2578**

This proposal (analyses, report, etc.) is an outline of the coverages proposed by the carrier(s) based upon the information provided by your company. It does not include all the terms, coverages, exclusions, limitations, and conditions of the actual contract language. See the policies and contracts for actual language. This proposal (analyses, report, etc.) is not a contract and offers no contractual obligation on behalf of Gallagher Benefit Services (GBS). Policy forms for your reference will be made available upon request.

Notes



Benefit Plan Contact Information

Provider	Coverage Type	Phone and Web
Sutter Health Plus Your Health Plan	Medical	Sutter Health Plus 855-315-5800 **www.sutterhealthplus.org**
Health Net	Medical	Health Net 800-522-0088 **www.healthnet.com**
KAISER PERMANENTE	Medical	Kaiser 800-464-4000 **www.kp.org**
MetLife	Dental Vision Life/AD&D (Basic & Voluntary) Voluntary Short Term Disability	MetLife 800-438-6388 **www.metlife.com**
MetLife	Employee Assistance Plan (EAP)	MetLife 888-319-7819 **www.metlifeeap.lifeworks.com** Username: metlifeeap Password: eap
TRANSAMERICA	Voluntary Accident Voluntary Critical Illness Voluntary Hospital	Transamerica 855-244-8318 SelfAdminClaims@transamerica.com www.TEBCS.com
THE ADVANTAGE GROUP	Flexible Spending Account (FSA)	The Advantage Group (TAG) 877-506-1660 **www.enrollwithtag.com**
ASPCA PET HEALTH INSURANCE PETS ARE DEPENDENTS, TOO.	Voluntary Pet Insurance	ASPCA 877-343-5314 **www.aspcapetinsurance.com/SequoiaGrove**

Employee Support Center
Call 855.670.2222
Monday - Friday | 8am - 4pm
LosAngeles.ESC@ajg.com

Gallagher
Insurance | Risk Management | Consulting

Prepared by Gallagher Insurance–CA License #0D36879

Coversheet

Teacher Induction Program and Policy (p. 105-109)

Section: III. Operations
Item: B. Teacher Induction Program and Policy (p. 105-109)
Purpose: Vote
Submitted by: Darcy Belleza
Related Material: Teacher Induction Policy - Clarksville.pdf

BACKGROUND:
Staff is recommending discontinuing the current Teacher Induction Program and Policy.

RECOMMENDATION:
Recommending for approval.

Teacher Induction Policy

The Governing Board of Clarksville Charter School (the "Charter School") committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught.

The purpose of the Clarksville Charter School Governing Board approving this Teacher Induction Policy and Program is to accomplish the following:

1. Outline the California Credentialing System
2. Establish School reimbursement of Teacher Induction Policy
3. Clarksville Charter School discontinuing internal Teacher Induction Policy
4. ~~Outline the Induction Program~~
5. ~~Establish the Individual Learning Plan of a Participating Teacher~~
6. ~~Establish an Early Completion Option~~
7. ~~Outline the Qualifications, Selection and Training of Coaches~~
8. ~~Outline the Selection of Participating Teachers~~
9. ~~Outline Participating Teacher Competence for the Clear Credential Recommendation~~

1. **California Credentialing System:** California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. The second tier of preparation is a two-year job-embedded individualized induction program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. Clarksville Charter School's induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

2. **Clarksville Charter School Reimbursement:** CCS will reimburse a CCS teacher up to $2000, as a reimbursement for costs associated with enrollment in the Teacher Induction Program. Upon completion of year one and year two, the CCS Teacher will provide documentation of completion of the program to submit for reimbursement. Maximum amount of reimbursement is $1000 a year. Prior approval for Teacher Induction reimbursement may be granted with Executive Director approval.

3. **Clarksville Charter School Teacher Induction Program Discontinuance**: CCS will discontinue offering an internal Teacher Induction Program. Teachers will enroll in a third party program to complete their Teacher Induction.

4. ~~**Induction Program Generally:** The Clarksville Charter School's Induction program is a two-year program that is free of charge to participating teachers. Within the first 30 days of the~~

participant's enrollment in the Clarksville Charter School's Induction program, the Clarksville Charter School shall identify and assign an Induction coach to each participating teacher. The coach and participating teacher match is made according to the credentials held, grade level and/or subject area, as appropriate to the participating teacher's employment.

Each participating teacher shall receive an average of not less than one hour per week of individualized support and mentoring coordinated and/or provided by the coach.

5. **Individual Learning Plan:** Within the first 60 days of the participating teacher's enrollment in the induction program, goals for each participating teacher must be developed within the context of the Individual Learning Plan ("ILP"). The ILP shall be designed and implemented only for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

   The ILP is developed based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Coaching support for participating teachers must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design shall serve to strengthen the participating teacher's professional practice and contribute to the participating teacher's retention in the profession.

   The ILP must address the *California Standards for the Teaching Profession* and provide the road map for the participating teachers' induction work during their time in the program along with guidance for the coach in providing support. The ILP must be collaboratively developed at the beginning of the Induction by the participating teacher and coach, with input from the Clarksville Charter School regarding the participating teacher's job assignment, and guidance from the program staff.

   The ILP It must include the following:
   - Candidate professional growth goals
   - A description of how the participating teacher will meet those goals
   - Defined and measurable outcomes for the participating teacher
   - Planned opportunities to reflect on progress and modify the ILP as needed

6. **Early Completion Option:** The Clarksville Charter School shall make available and advise participants of an early completion option for "experienced and exceptional" candidates who meet the program's established criteria. In order to qualify for the early completion option, participating teachers must be in year one of the Induction program, have five years of verified superior teaching experience, and have a letter of recommendation from their Regional Coordinator, Program Specialist or Senior Director.

7. **Qualifications, Selection and Training of Coaches:** The Induction program assigns qualified coaches and provides guidance and clear expectations for the coaching experience based on the program's design. Qualifications for coaches shall include the following:
   - Knowledge of the context and content area of the participating teacher's assignment
   - Demonstrated commitment to professional learning and collaboration
   - Possession of a Clear Teaching Credential

- ~~Ability, willingness, and flexibility to meet candidate needs for support~~
- ~~Minimum of three years of effective teaching experience~~

~~Coaches are required to provide "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills. Coaches facilitate participating teacher growth and development through modeling, guided reflection on practice and feedback on classroom instruction. The coaches connect participating teachers with available resources to support their professional growth and accomplishment of the ILP.~~

~~Coaches will be provided ongoing training and support that includes two required trainings with Center for Teacher Innovation (Coach Preview and Induction Orientation), coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual coaching challenges, reflection on coaching practice and opportunities to engage with coaching peers in professional learning networks, and program processes designed to support participating teacher growth and effectiveness.~~

~~Coaches may carry up to 2 participating teachers per year and must have a credential that matches that of the participating teacher(s). Coaches will receive One Thousand Dollars ($1,000.00) per year paid out in equal amounts (less required deductions) over a ten (10) month period. If a coach leaves the employ of Clarksville Charter School before the end of the ten (10) month period, the coach is not entitled to any unpaid amounts if the coach has not completed his/her coaching obligations.~~

8. ~~**Selection of Participating Teachers:** Each candidate is reviewed in the Commission on Teacher Credentialing database for credential verification and reviewed for early completion option eligibility.~~

9. ~~**Participating Teacher Competence for the Clear Credential Recommendation:** The Induction program shall assess the participating teacher's progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of participating teacher progress must reflect the learning and professional growth goals indicated within the ILP and evidence of the participating teacher's successful completion of the activities outlined in the ILP.~~

~~Prior to recommending a candidate for a Clear Credential, the Clarksville Charter School must verify that the participating teacher has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The Clarksville Charter School's verification is based on a review of observed and documented evidence, collaboratively assembled by the participating teacher, the coach and/or other colleagues, according to the program's design.~~

~~As part of the Induction program's recommendation verification process also includes a systematic process of reviewing documentation. If a participating teacher is not recommended for a Clear Credential, the participating teacher may rewrite or expand the reflection, revisit the context and illustrate a better understanding of the context and/or next steps. Alternatively, the participating teacher may complete a written appeal form available from [insert title of person] providing additional evidence, as that participating teacher feels~~

~~is appropriate. In the discretion of the Induction Program, a participating teacher may repeat portions of the program.~~

Coversheet

Employee Handbook 2021-2022 (p. 110-137)

Section: III. Operations
Item: C. Employee Handbook 2021-2022 (p. 110-137)
Purpose: Vote
Submitted by:
Related Material: SGCA Employee Handbook Clarksville 2021-2022,v.1.docx.pdf

BACKGROUND:
This is the annual approval of the Employee Handbook. Changes for this include expense reimbursement policy, the residency of staff, and Title IX reporting procedure.



SEQUOIA GROVE
CHARTER ALLIANCE

Employee Handbook

July 1, 2021 – June 30, 2022

0

Welcome to **Sequoia Grove Charter Alliance**

Welcome to Clarksville Charter School, Feather River Charter School, Lake View Charter School, and Winship Community Schools, Members of the Sequoia Grove Charter Alliance! Herein below, "your School" is defined asthe charter school in which you are contractually employed.

We are happy to have you join us. We believe our School is truly unique and serves a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of our Schools, its personnel policies and procedures, and your benefits as an employee.

This handbook is intended to explain in general terms policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No School guideline, practice, manual or rule may alter the "at-will" status of your relationship with your School.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, your School reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever your School determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at your School.

CONTENT

SECTION 1 – GENERAL 4
SECTION 2 – PHILOSOPHY 5
CORE PURPOSE 5
CORE VALUES 5
PERMISSION-TO-PLAY VALUES 5
STRATEGIC ANCHORS 5
SECTION 3 – EMPLOYMENT 6
EMPLOYMENT APPLICATIONS 6
EQUAL EMPLOYMENT OPPORTUNITY 6
HARASSMENT 6
What is Harassment? 6
What is abusive conduct/workplace bullying? 6
What is Retaliation? 6
Responsibility 6
Reporting 6
Investigation/Complaint Procedure 7
Conclusion 7
Training Requirements 7
AT WILL EMPLOYMENT 7
OPEN COMMUNICATION POLICY 7
LACTATION ACCOMMODATION POLICY 7
PUBLIC RELATIONS 8
WHISTLEBLOWER POLICY 8
SECTION 4 – THE EMPLOYMENT PROCESS 9
EMPLOYEE STATUS AND CLASSIFICATIONS 9
Exempt 9
Non-Exempt 9
Certificated Employee 9
Classified Employee 9
WORK SCHEDULES 9
WORKWEEK AND WORKDAY 9
VIRTUAL ACADEMY CLASSROOM EMPLOYMENT CONDITIONS 9
Position Responsibilities 9
Training 9
Worksites 9
SPECIAL EDUCATION TEACHING EMPLOYMENT CONDITIONS 9
Special Education Teachers/ Case Managers 9
Training 9
Worksites 9
ATTENDANCE AND PUNCTUALITY 9
PROFESSIONAL DEVELOPMENT 10
TIME RECORDS (NON-EXEMPT EMPLOYEES) 10
OVERTIME 10
OFF THE CLOCK WORK 10
Reporting Missed, Late or Short/Interrupted Meal and Rest Periods 10
PAYDAYS 10
PAYROLL WITHHOLDINGS 10
SECTION 5 - CONDITIONS OF EMPLOYMENT 11
IMMIGRATION LAW COMPLIANCE 11
CREDENTIAL REQUIREMENTS 11
CRIMINAL BACKGROUND CHECK 11
CHILD ABUSE AND NEGLECT REPORTING ACT 11
PERSONNEL FILES 11
CHANGES IN EMPLOYEE INFORMATION 11
SECTION 6 – PERFORMANCE 12
PERFORMANCE EVALUATIONS 12
Teachers 12
Classified Staff 12
SECTION 7 – LEAVES 13
FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT 13
NEW PARENT LEAVE ACT 13
PREGNANCY DISABILITY LEAVE 13
ADDITIONAL LEAVES 14
MILITARY SPOUSE LEAVE*** 14
WORKERS' COMPENSATION LEAVE 14
BEREAVEMENT LEAVE 14
JURY DUTY LEAVE 14
TIME OFF TO VOTE 14
SCHOOL ACTIVITIES LEAVE*** 14
SCHOOL APPEARANCE/SUSPENSION LEAVE 14
CRIME VICTIM LEAVE 14
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE*** 15
MILITARY LEAVE 15
ADULT LITERACY LEAVE*** 15
ORGAN DONOR / BONE MARROW DONOR LEAVE* 15
DRUG & ALCOHOL REHABILITATION LEAVE*** 15
VOLUNTEER CIVIL SERVICE LEAVE 15
CIVIL AIR PATROL LEAVE** 15
SECTION 8 – BENEFITS 16
SCHOOL HOLIDAYS 16
PAID TIME OFF (PTO) - A BASIS ONLY 16
SICK LEAVE 16
Eligible Employees 16
Permitted Use 16
Allotment 16
Limits on Use 16
Notification 16
Termination 16
No Discrimination or Retaliation 16
PAID SICK LEAVE DONATION POLICY 17
Personal Hardship 17
Eligibility 17
Requests for Donations 17
Donations of Paid Leave 17

Return to Table of Contents 2

Valuation of Donated PSL 17
INSURANCE BENEFITS 17
COBRA BENEFITS 17
SOCIAL SECURITY/MEDICARE 17
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 17
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 17
WORKER'S COMPENSATION INSURANCE 17
SECTION 9 – EMPLOYEE COMMUNICATIONS POLICY 18
COMMUNICATIONS POLICY 18
No Expectation of Privacy 18
Professional Use of Communication Systems Required 18
Offensive and Inappropriate Material 18
Solicitations 18
Licenses and Fees 18
Games and Entertainment Software 18
Confidential Information 18
Copyrights and Trademarks 18
Maintenance and Security of the System 18
Violations of this Policy 18
Amendment and Modification of this Policy 18
SOCIAL MEDIA POLICY 18
Personal or Professional Blogs 19
EQUIPMENT POLICY 19
Laptop Computers 19
CELL PHONE POLICY 19
Telephone Calls and Texting 19
NO SOLICITATION/DISTRIBUTION POLICY 19
Definitions 19
Employee Responsibility 20
ANTI -NEPOTISM POLICY 20
Policy Statement 20
Definitions 20
Procedures 20
Responsibilities 20
VIOLENCE IN THE WORKPLACE 20
SECTION 10 – STANDARDS OF CONDUCT 21
PERSONAL STANDARDS 21
TEACHER-STUDENT INTERACTIONS 21
Boundaries Defined 21
Acceptable and Unacceptable Behavior 21
Unacceptable Behaviors 21
Acceptable and Recommended Behaviors 21
Reporting 21
Investigating 21
Consequences 21
CUSTOMER & PUBLIC RELATIONS 21
PROHIBITED CONDUCT 21
CONFLICTS OF INTEREST 22
Outside Employment 22
Policy Statement 22
Procedure 22
EXPENSE REIMBURSEMENT POLICY 22
Personal Cell Phones 22
Internet Expenses 22
Utilities 22
Travel 23
Other Expenses 23
Reporting 23
POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS 23
Policy Statement 23
Procedures 23
SECTION 11 – SAFETY 24
SUBSTANCE AND ALCOHOL POLICY 24
SMOKING 24
PARKED VEHICLES 24
PERSONAL AUTOMOBILE 24
PERSONAL PROPERTY 24
SAFETY POLICY 24
ERGONOMICS 24
CHEMICAL EXPOSURE WARNING 24
SECTION 12 – TERMINATION 25
VOLUNTARY TERMINATION 25
INVOLUNTARY TERMINATION 25
EXIT INTERVIEWS 25
VERIFICATION AND REFERENCE POLICY 25
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT 26

SECTION 1 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at your School. This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other School document confers any contractual right, either express or implied, to remain in your School employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by your School or you may resign for any reason at any time.

No supervisor or other representative of your School except the Executive Director or designee, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur. Up to date policies are found in the Schools' governing board websites.

SECTION 2 – PHILOSOPHY

CORE PURPOSE

Your School exists to educate and inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish your School from other schools:

- Mentoring – to inspire students to forge their paths in the world
- Passionate – to strive for excellence
- Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

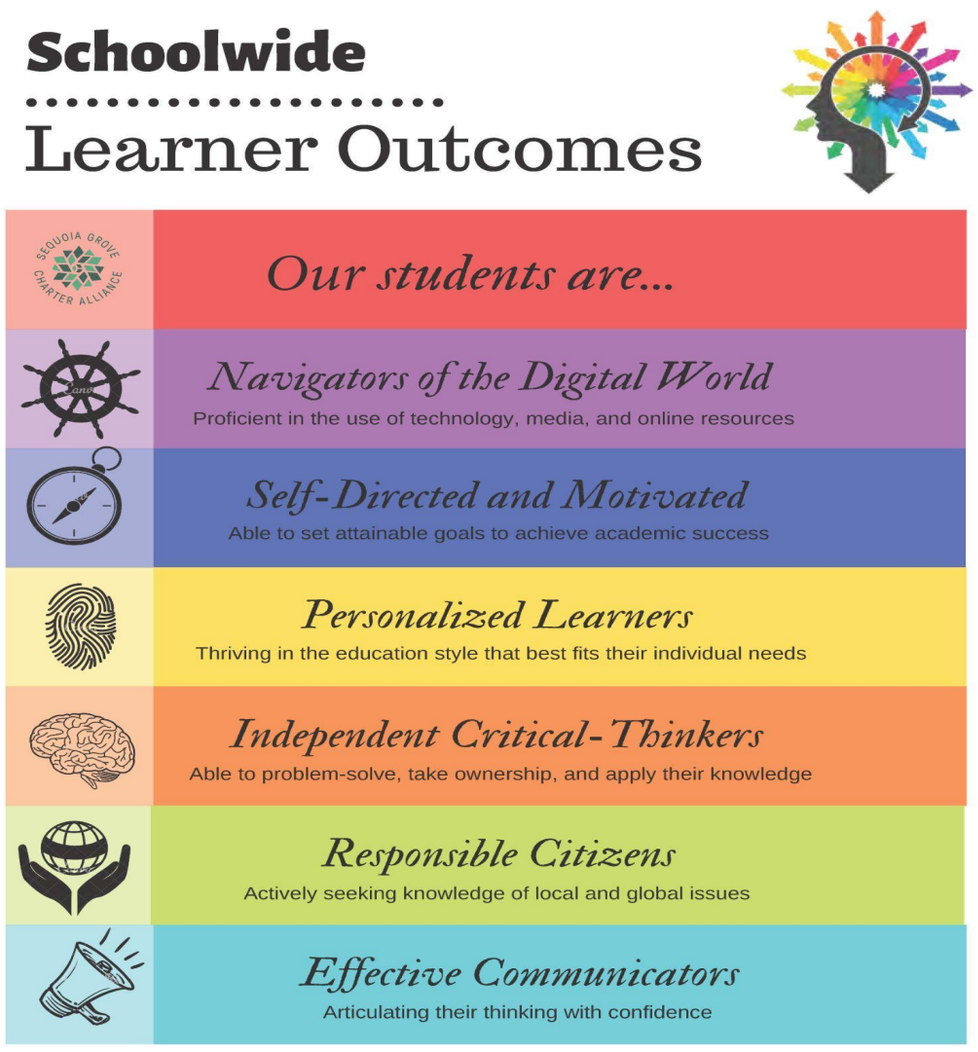
The following Permission-to-Play values are minimumbehavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, your School will use the following two strategic anchors to inform every decision the School makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication



Return to Table of Contents 5

SECTION 3 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

Your School is an equal opportunity employer. In accordance with applicable law, your School prohibits prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics. Your School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, your School prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of your School.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, your School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to your School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. Your School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request. If you believeyou have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of your School to ensure equal employment opportunity without discrimination, harassment, intimidation, or bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics. Your School prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to your School (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national
- origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
    - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.
    - What is abusive conduct/workplace bullying?
- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
    - Use of derogatory remarks, insults and/or epithets.
    - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately to Human Resources and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All School employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

Your School encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, your School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. Your School recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. Your School is serious about enforcing its policy against harassment; however, your School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to your School's attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies.

The School's Title IX Coordinators are:
For Lake View Charter School and Winship CommunitySchools: Julie Haycock Email- julie.haycock@lakeviewcharter.orgPhone Number- (916) 382-8873
For Clarksville and Feather River Charter Schools:Jenell Sherman Email- jenell.sherman@featherrivercharter.orgPhone Number- (916) 532-5923

If you have a complaint about Title IX, contact the Title IX Coordinator listed above. You have 180 days of the date of the alleged discrimination, unless the time for filing is extended for good cause by the Title IX Coordinator. Although you are not required to utilize the School's internal grievance procedure, you may do so prior to filing a complaint with the Office of Civil Rights (OCR). If you use the School's internal grievance process, your Title IX complaint must be filed with the Office of Civil Rights within 60 days after the last act of the School's grievance process. If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Uniform Complaint Procedure. A copy of the School's Uniform Complaint Procedures is available on the School's website.

Questions, concerns or complaints regarding compliance with Title IX employee issues, please contact the Human Resources Director Becky Harris, 4818 Golden Foothills Parkway #9, El Dorado Hills, CA 95762, (916) 241-8657. Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer, Darcy Belleza, 4818 Golden Foothills Parkway #9, El Dorado Hills, CA 95762, (916) 241-8657.

Universal Complaint Procedure
All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated. Your School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Your School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter. All employees are required to fully cooperate with your School's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, your School will provide regular progress updates, as appropriate, to those directly involved. Your School will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses. Your School may investigate conduct in the absence of a formal complaint if your School has reason to believe that an individual has engaged in conduct that violates School policies or applicable law. Further, your School may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation. Any conduct which your School believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as your School believes appropriate under the circumstances. Due to privacy protections, your School may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action. You may view the Universal Complaint Procedure on your school's website.

Conclusion
This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. Your School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of your School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact theDFEH or EEOC. You may find their phone numbers inthe phone directory.

Training Requirements
Your School requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining as legally required, thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and your School will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, your School may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of your School with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict your School's right to terminate at-will.

TRANSCRIPTS FOR SALARY ADJUSTMENT

All transcripts must be turned in to Human Resources before September 1 to be considered for the current school year. If you choose to enroll in courses for Professional Development, please complete the *Professional Development Survey* in the HST Handbook no later than September 1, for consideration for the upcoming school year. This is an approval of courses to confirm that courses to be enrolled in are educationally relevant and sound. Failure to complete the *Professional Development Survey* before the deadline may result in no credit received for courses taken.

OPEN COMMUNICATION POLICY

We want to hear from you. Your School strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Your School is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Your School will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns orcomplaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Your School provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. For those employees that are working at a school site, the School will also make a reasonable effort to provide the employee with the use of a room or other private location in close proximity to the employee's work area for the employee to express milk in private. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.
Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy. The School will respond accordingly, generally within two business days.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at your School and will be handled in accordance with your School's policy on discrimination and harassment. If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's

Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The LaborCommissioner's Office provides an interpreter at no cost to the employee, if needed

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of your School and its interest in our school will be formed in part, by School employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, our School and our School's services.

Below are several things employees can do to help leave people with a good impression of our School. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees, families and students at all times.
- Follow up on requests and questions promptly, provide professional and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

Your School is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of School policy, specifically the policies contained in your School's Employee Handbook. An employee who wishes to report a suspected violation of law or School Policy may do so by contacting the ExecutiveDirector, Director or Human Resources.

Your School expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of School policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Director or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director orChair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of School administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 4 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each School employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a "Certificated employee" or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all regular employees who are determined by the School 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. Typically, 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 and double-time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators.

- Homeschool teachers (HST) are Schedule A
- Specialized Teachers including High School Teachers and Virtual Academy Teachers, Education Specialists, Speech Pathologists, Nurses, and Occupational Therapists are Schedule B
- Leadership is Schedule C
- Administration is Schedule D
- See below for Schedule E
- Part-time HST's are Schedule F

Classified Employee

Classified Employees include those employees hired by the School that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees.

- Classified Employees are Schedule E on the salaryschedule

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director or yoursupervisor.

Your School reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

Staff are expected to complete their School employment duties from 8:30 a.m. – 5:00 p.m. Monday- Fridayexcluding holidays.

VIRTUAL TEACHING EMPLOYMENT CONDITIONS

Position Responsibilities:

- Teachers selected for special assignment including, but not limited to High School Virtual Academy, Junior High Virtual Academy, Intervention or other created programs deemed "Virtual" within the job description will be assigned a "Virtual Class" or "Virtual Classes"
- Teachers are provided, at the School's expense, a computer capable of maintaining a high speed internet connection for conducting virtual classes and other duties. Other equipment provided when necessary for class upon request.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/orphone.
- Teachers assigned to virtual classes will be required to conduct a virtual classroom session.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within twenty-four (24) hours..
- Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

- Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursementwill follow standard School protocols and procedures.

Worksites:

- Most classes will be held virtually. Teachers may work from home.

SPECIAL EDUCATION TEACHING EMPLOYMENT CONDITIONS

Special Education Teachers/ Case Managers

- Special Education Teachers/ Case Managers teach specializedacademic instruction (SAI) and transition services as well as credit bearing courses virtually.
- Teachers are provided, at the School's expense, a computer capable of maintaining a high speed internet connection for conducting virtual class and other duties.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/orphone.
- Special Education Teachers are required to teach invirtual classrooms/ sessions.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within twenty-four (24) hours.
- Teachers will use the tracking and monitoring system in google classroom and curricular programs as well as SEIS. Teachers will provide continual monitoring of the student's progress at the scheduled progress reporting times.
- Teachers are responsible for collecting data and student work samples for student IEP goals and special educationtaught courses.
- Teachers will be responsible for all special education required record keeping and reporting.

Training:

- Teachers are required to attend training sessions hosted virtually or in-person. Special Education Teachers are required to attend two in-person schoolwide meetings/trainings per year. Mileage reimbursementwill follow standard School protocols and procedures.

State-wide Assessments:

- Special Education Teachers are required to proctor5 days (maximum) of in-person state-wide assessments per year

Worksites:

- Special Education Teachers work remotely as all classesand sessions are taught virtually.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive. If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism or early departures may result in disciplinary action. When an employee attends a school sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. For virtual attendance, video registration/chat or signing in on a Google Doc/Survey will serve as attendance. For in-person meetings, either online document or paper documentation will be required for the purpose of record keeping. These records will serve as the official roster of attendance. Your School will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of your School's normal business hours with no additional pay. In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees may alsobe required to attend make-up sessions of any missed training. Failure to comply with this policy mayresult in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and employee signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questionsconcerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double-time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However,in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

Your School prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email,voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver"form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30- minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with restperiods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four
(4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periodsare paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods				
3.5 hours to 6 hours	1, 10-minute rest period	Over 6 hours to 10 hours	2, 10-minute rest periods	Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal andRest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by your school), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees mustreport the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls ona weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay. If a wage garnishment order is received by your School for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, your School must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions your School will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 5- CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

The School employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with your School within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work. You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided. If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TEACHER INDUCTION

Your school does not offer Teacher Induction. Pleaserefer to the California Commission on Teacher Credentialing.

RESIDENCY REQUIREMENTS

All employees with in-person requirements as part of their job description are required to live and reside in California, in the region where students are served. Employees are not permitted to work for the School while out of the state of California, unless on a pre-approved basis.

TEMPORARY RESIDENCY

Temporary Residency for Certificated Employee: All certificated employees (with in-person requirements as part of their job description) who are seeking to relocate with a temporary residence are required to: Write a "Temporary ResidencyRequest" to their supervisor and Executive Directora minimum of 5 days prior to departing primary residence.

Certificated employees must obtain written approval from their supervisor and Executive Director for the Temporary Residency to be granted. Failure to do so, will result in a dock in pay for days absent. Temporary Residency may be approved for a maximum of two weeks and the certificated employee is expected to continue and perform all job duties per their job description, communicate and execute all job duties with students, colleagues, and all work-related entities. Certificated employees are expected to continue to be available between the scheduled hours of 8:30am-5pm. Though a temporary residency may not be the norm, employees are encouraged to review the other leave policies outlined in the Employee Handbook that may be deemed more appropriate for the circumstance. Temporary Residency is not to be construed as a vacation, as only Administration (Schedule D) has PTO in their contract. All Certificated staff, please refer to the Leave policiesor Human Resources for more clarification.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.
TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.
The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is your School's policy that all employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse 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."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required. All employees will be mandated child abuse reporers and will participate in annual training, follow all applicable reporting laws and the same policies. Your School's Child Abuse and Neglect Policy will contain detailed policies and procedure for the immediate reporting of suspected child abuse and neglect. All appropriate staff are required to certify knowledge of the policy annually, and employees shall receive mandated reporter training annually. Your school will provide this training, as well as other trainings, mandated by law during the week before school begins.

It is extremely important that School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity. Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without the School's assistance, he or she is required to notify the School of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with the School.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by the School. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. The Employer will respond to such a request within 30 days of receipt of the written request. Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.) This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 6 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of your school and depend upon many factors in addition to performance.

Certificated Staff:
At the start of each academic year, each certificated staff member will meet with their Supervisor or Instructional Team Advisor to establish Performance Objectives or SMART Goals for that school year. The certificated staff member will put these objectives in writing and complete a pre-evaluation template to be provided by their Supervisor or Instructional Team Advisor. The Supervisor or Instructional Team Advisor will evaluate the certificated staff member's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the certificated staff member's job description, accomplishment of the Performance Objectives, and standards for teaching performance. In addition to these more formal performance evaluations, your School encourages you and your supervisor to discuss your job performance on an ongoing basis.

The School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:
Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process. In addition to these more formal performance evaluations, the School encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 7 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

The School complies with the federal Family and Medical Leave Act (FMLA and the California Family Rights Act (CFRA), both of which require the School to permit each eligible employee to take up to 12 work weeks of leave in any 12-month period for the birth or adoption of a child, the employee's own serious health condition or for the serious health condition of the employee's child, parent, or spouse. CFRA further allows for 12 work weeks of leave to care for the serious health condition of the employee's grandchild, grandparent, domestic partner, or sibling.

Child means a biological, adopted, or foster child, a stepchild, a legal ward, a child of domestic partner, or a person to whom the employee stands in loco parentis. Parent means a biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. For ease of reference in this policy, all leave taken under FMLA and CFRA will be referred to as "FMLA Leave," except to the extent that leave under FMLA and CFRA do not overlap. It is also the policy of the School that it will not interfere with, restrain, or deny any employee's rights provided by FMLA and CFRA. FMLA leave runs concurrently with Pregnancy Disability Leave, while CFRA leave does not.

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and, for purposes of FMLA leave only, are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent,, or registered domestic partner with a "serious health condition";
3. The care of a grandchild, grandparent, domestic partner, or sibling with a serious health condition. Leave taken pursuant to this section is available only through CFRA and not FMLA. As such, FMLA does not run concurrently with leave takenfor the employee's grandchild, grandparent, domestic partner, or sibling with a serious health condition.
4. The "serious health condition" of the employee;
5. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty on active duty or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty; or
6. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, registered domestic partner, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation. Domestic partner leave under this section is only available through CFRA and not FMLA.

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital or other medical care or residential health care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraphs (2) or (3) above only if due to a serious health condition, your spouse, child, grandchild, grandparent, sibling, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law. You will be required to use any available sick time during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond the employee's control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, or a non pregnancy-related medical condition requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

ADDITIONAL LEAVES

Some of the following leaves are designated with asterisks, which means that application and employee eligibility requirements of the leave (either in part or in whole) depends on whether the School employs the minimum number of employees indicated below. Policies without an asterisk applyregardless of the number of School employees.

*The School has 15 or more employees
**The School has 16 or more employees
***The School has 25 or more employees

Should you have any questions as to eligibility requirements of any leave policy, please contact Human Resources.

MILITARY SPOUSE LEAVE***

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict. An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.
The employee may use available PSL or PTO for thisleave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

The School provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may electto use any available PTO during jury/witness dutyleave.
In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off. Nothing in this policy requires theemployee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballots from work.

SCHOOL ACTIVITIES LEAVE***

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receivecompensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with CaliforniaLabor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.
This leave is unpaid but the employee may choose to use available PTO. You will not be discharged ordiscriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work for various reasons related to crime or abuse if:

- The employee is a victim of a crime;
- An immediate family member is a victim of a crime (immediate family member means: spouse, registered domestic partner, child, step- child, adoptive child, foster child, legal ward of the court, adopted child, a child of a domestic partner, a child to whom the employee stands in loco parentis, a person to whom the employee sood in loco parentis when the person was a minor, sibling, step-sibling, foster sibling, adoptive sibling, half-sibling, parent, step-parent, or the child or a registered domestic partner, or any other individual whose close association with the employer is the equivalent of any of these family relationships).
- "Victim of crime" means a victim of stalking, domestic violence, or sexual assault, victim of crime that casued physical injury or that caused mental injury and a direct threat of physical injury or a person whose immediate family member is deceased as the direct result of crime.
- Leave may be taken for any of the following reasons:
- An employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding;
- An employee victim may take time off to obtain or attempt to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the victim or their child
- An employee victim to seek medical attention for injuries caused by crime or abuse
- An employee victim to seek medical attention for injuries caused by crime or abuse
- An employee victim to obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of crime or abuse
- An employee victim to obtain psychological counseling or mental health services related to an experience of crime or abuse
- An employee victim to participate in safety planning and to take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.
- An employee is entitled to attend judicial proceedings relating to crimes listed below relating to that crime or those crimes against an immediate family member victim, a registered domestic partner of a victim or the child of a registered domestic partner of a victim: 1) A violent felony as defined in Penal Code section 667.5(c); 2) A serious felony as defined in Penal Code section 1192.7(c);or 3) A felony provision of law proscribing theft or embezzlement.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

When an unscheduled absence occurs, the School shall not take action against the employee if the employee, within a reasonable time after the absence, provides a certification to the employer.

Documentation may be from any of the following:

- A police report indicating that the employee was a victim

Return to Table of Contents 14

- A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or menatl injuries or abuse resulting in victimizaiton from the crime or abuse
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

This leave is unpaid but the employee may choose to use available PSL or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law. The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE***

If you are the victim of domestic violence, sexual assault, or stalking, you may be entitled to a reasonable accommodation for your safety while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime, or referral to a victim assistance organization. The School is not required to undertake an action that constitutes an undue hardship on its business operations. If you require a reasonable accommodation in line with this policy, please contact the School's human resources manager.

You will not be discharged, discriminated against, or retaliated against because of a request for an accommodation under this policy.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military& Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify HumanResources regarding the need for military leave.
Please see Human Resources for more information regardingjob reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE***

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do nothave any PTO available, you will be permitted totake the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE*

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. The School requires that bone marrow donors use up to five days of available accrued PSL or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued PSL or vacation time during the course of the leave.

The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

This leave does not run concurrently with FMLA/CFRA. You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employeeshall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE***

Your School will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.
This policy in no way restricts your School's right to discipline an employee, up to and including termination of employment, for violation of your School's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE**

Your School provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with the School for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken. Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

SECTION 8 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays. Eligible employees will receive time off with pay at their regular rate of pay on the School- observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) - SCHEDULE D-ADMINISTRATION

Full-time Administrative (Schedule D) school employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part time employees are not eligible to receive or accumulate PTO. PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advancenotice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time Administrative school employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1- June 30). Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separationand their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy FamiliesAct to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are allotted PSL as setforth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law. Employees mayalso use their PSL to take time off from work forreasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time employees:
  On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1 – June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). Employees hired after July 1 but before December 31 will receive ten days (80 hours) of PSL on his or her first day of employment. Employees hired after December 31 will receive fivedays (40 hours) of PSL on his or her first day ofemployment.
- All other eligible employees:
  All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on his or her first day of employment, even if hired mid- year. PSL days are "use it or lose it" and, assuch, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment. PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. If you are out using sick time for more than 3 consecutive days a doctor's note is required to return to work. If a doctors note is not supplied it will be unapproved unpaid time off unless previously arranged with your Director.

Termination

Employees will not receive pay in lieu of unused PSL.Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency are eligible to request and receive donations of PSL from other employees who have agreed to surrender leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to effectthe donation.
2. In any 12-month period, no employee may donate more than 40 hours.
3. Voluntary donations of PSL are final upon submission of a signed PSL Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employees for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by the School. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by the School. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life Insurance at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system STRS, your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, willnot be affected.

The School withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement providedconcurrently while an employee takes an eligible leave of absence under the School policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.
In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance. If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 9 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using the School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of the School and have been provided for use in conducting School business. All communications and information transmitted by, received from, created, or stored in its School Communication Systems are records and property of the School. The Communication Systems are to be used for School purposes only. Employees may, however, use the School technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with School business, and does not violate any School policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

The School has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, the School may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of your school' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from the School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish the School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the School upon request for any reason that the School, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Emailmessages, voicemails and other files may be stored on a central back-up system in the normal course of data management.
Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though the School has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on the School letterhead.

Offensive and Inappropriate Material

The School's policy against discrimination and harassment, sexual or otherwise, applies fully to the School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in the School's computers. Employees encountering or receiving this kind of material should immediately report the incident to their ExecutiveDirector and Human Resources.

The School may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by the School networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to the School's blocking software.

Solicitations

The School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone canpost any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Executive Director.

Games and Entertainment Software

Employees may not use a School Internet connectionto download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to the School's "Confidential Information" policy, contained herein, for a general description of what the School deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

The School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any School approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of the School, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of the School."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to the School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to the School's network. Files obtained from sources outside the School including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage the School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-School sources, without first scanning the material with the School approved virus checking software. If you suspect that a virus has been introduced into the School network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

The School reserves the right to modify this policy at any time, with or without notice. The School may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall contrain the event of a conflict.

SOCIAL MEDIA POLICY

The School has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete anystudents already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. The School encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor postimages that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs
If you are developing a website or writing a blog that will mention the School, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of the School. Unless given permission by your Executive Director, you are not authorized to speak on behalf of the School or to represent that you do so. If you are developing a site or writing a blog that will mention the School, as a courtesy to the organization, please let your Executive Director know in advance of publication. Your Executive Director may choose tovisit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to the School. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what the School considers confidential and proprietary. If you have any questions about whetherinformation has been released publicly or doubts of any kind, speak with your Executive Director andHuman Resources.
When writing a blog or participating in any other social networking site, employees should speak respectfully about the School and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by the School and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by the School for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act. Employees may not comment on a student's blog or a student's other social networking commentaries. Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director. Failure to comply with the School's socialmedia policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY
The School attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers
Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School. Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
  - Immediately report the incident to his/her immediate supervisor and IT.
  - Obtain an official police report documenting the theft or loss; and
  - Provide a copy of the police report to his/her immediate supervisor, or Executive Director and IT.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.
The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary. Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY
Personal cell phones should not be used while you are working if assigned to a location. Cell phones should be turned off and stored with your other personal belongings while you are working. If you are required to perform business on a cell phone for the School while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email. If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, arenot allowed on School cell phones.

Telephone Calls and Texting
While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personalphone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY
In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, the School has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by the School.
Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks. Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by the School employees is prohibited at all times in all working areas on School premises.
Employees may solicit other employees when both parties are on non-work time. Employees may distribute writtenmaterials in non-work areas during non-work time.
The sole exceptions to this policy are charitable and community activities supported and approved by the School. School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. The School must approve any postings prior to posting.

The School reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.
Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions
School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.
Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility
If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitationor distribution occurs while you are working, report the activity to your supervisor.

ANTI -NEPOTISM POLICY

Policy Statement
It is the policy of the School to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between the School decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all the School board members, employees, individual consultants hired or retained by the School, and School Services Providers hired or retained by the School.

Relationships between School Board Members, Employees, Consultants, or School Services Providers are permissibleunder the following circumstances:

Family Members of the School board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.

(a) Any time a Board Member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a boardmember, at the discretion of the School Board ofDirectors.
(b) Any time a Board Member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be at the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a Board Member, at the discretion of the School Board of Directors.

Definitions
“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to the School, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to the School.

Procedures
When a Family Member of a current the School Board Member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member’s application/request must be denied if a conflict under this policy exists (e.g., if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that the School’s best interests would be served otherwise.

When a Family Member of a current School Board Member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within the School, the Family Member’s application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of the School, but such information may not be used as a basis for an employment decision except as stated herein. When a relationship that creates a conflict with this policy occurs during employment, the School will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and the School. If a mutual agreementis unattainable, the Board will determine, in theSchool’s best interest, which employee is to be transferred or separated.

Responsibilities
The Executive Director or designee shall coordinate with the current employee’s direct supervisor to develop appropriate plans to ensure that a Family Member’s employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that the School’sbest interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Boardshall make the final determination concerning potential conflicts with this policy involving the ExecutiveDirector.

VIOLENCE IN THE WORKPLACE

The School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect the School or which occur on the School property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School premises, regardless of the relationship between the School and the parties involved
- All threats or acts of violence occurring off the School premises involving someone who is acting in the capacity of a representative of the School

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy the School property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

The School’s prohibition against threats and acts of violence applies to all persons involved in the School’s operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on the School property. Violations of this policy by any individual on the School property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors, to their Executive Directorand Human Resources.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, employee must report the incident. There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 10 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Executive Director or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.
Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined
For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior
Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors
These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre- planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses,or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co- workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting
When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor, Human resources or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating
The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences
Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor, Human Resources, or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. Human resources will open an investigation into the instance and document any findings. After the investigation has concluded the report and the findings will be filed with Human Resources. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director. A Report will be created and documentation will be filed with HumanResources.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the

employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dresscode
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.
The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.
Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

The School expects employees to devote their best efforts to the interests of our school. The School recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at the School or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with the School whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.
This policy is in addition to the School's RevisedNonprofit Conflict of Interest Policy and Conflictof Interest Code.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at the School. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with the School's interests. In general, outside work activities are not allowed when they:
- Prevent you from performing work for which you are employed at the School.
- Involve organizations that are doing or seek to do business with the School including actual or potential vendors.
- Violate provisions of law or the School policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave)

Your obligations to the School must be given priority. Full time employees are hired and continue employment with the understanding that the School is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTINGEMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of the School that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of the School. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer of employee of the School if any of the following apply:

1. It involves the use of the School time, facilities, equipment, supplies, or the officer's or employee's position or influence with the School, for private gain or advantage.
2. It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with the School.
3. It involves the performance of an act as part of the outside activity that involves services performed for the School.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raises any ethical or conflict of interest concerns, or creates any conditions that impact the officer's or employee's job performance.
5.

Officers and employees may not use the School's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of the School, the officer or employee shall obtain a written determination of the Executive Director or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

The School policy is to reimburse its employees for all reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

Personal Cell Phones

Employees are not required to use their personal cell phones to perform work on behalf of the School. The School has provided employees with a Google Voice account or similar service for any calls related to School work. If an employee elects to use his or her personal cell phone, such use is a voluntary choice and is not reasonable or necessary to the performance of the employee's duties. As such, employees will not be reimbursed for using personal cell phones.

Internet Expenses

Employees are not required to use their personal internet access (WiFi) to perform work on behalf of the School. The School has provided employees with a mobile hot spot for any work performed on behalf of the School requiring Internet access. If an employee elects to use his or her personal Internet access, such use is a voluntary choice and is not reasonable or necessary to the performance of an employee's duties. As such, employees will not be reimbursed for using personal Internet access.

Utilities

Employees who are required to use some of their personal utilities (e.g. electricity) while performing remote work on behalf of the School may receive a stipend for reimbursement of the employee's use of their personal utilities. The School has reviewed objective data regarding the range of costs for utilities and established a $15.00 utilities stipend per month based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expense incurred in using some of their personal utilities while performing

work on behalf of the School.

If an employee believes that the stipend is insufficient to reimburse all reasonable expenses necessarily incurred in using their personal utilities while performing work on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional utilities reimbursement.

Travel
All teachers are expected to serve students in-person, that are assigned or requested on their roster and are required to drive up to 60 miles and/or one hour to meet with their students as part of their normal commute*.

*Commuting miles are the miles you drive between your home and regular workplace. These miles are viewed as a personal expense and can't be deducted in personal taxes or reimbursed as a business expense by your employer.

If and when the School requires employees to drive their personal vehicle to perform duties on behalf of the School (in the course and scope of employment) beyond their normal commute, the School will reimburse employees for the reasonable and necessary expense of using their personal vehicle on behalf of the School. Employees are not authorized to drive their personal vehicle on behalf of the School without written authorization from the Executive Director of the School.

If authorized to drive, employees will receive a monthly reimbursement payment from the School for mileage expenses incurred beyond the employees' normal daily commute of up to 60 miles and/or a distance of one hour from their home. Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service, at the time the miles are driven on behalf of the School.

Employees are required to submit:
- a monthly written report of all miles driven
- with a printed map showing the locations driven, on behalf of the School during that month.

If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees may be required to submit additional documentation to support any request for additional mileage reimbursement.

Other Expenses
With the exception of those employees who are required to use their personal utilities during the course and scope of their employment with the School, it is the School's policy to provide its employees with all necessary equipment to perform their duties on behalf of the School. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the School's Human Resources Department.

Office Supplies
The School will issue employees an allocated amount to utilize office supplies on a per semester basis for the purchase of ink (if applicable), paper and miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders). Any other items outside these categories must be pre-approved by the employee's supervisor before an employee purchases any other item using the School issued gift card.. To the extent an employee believes additional funds in excess of the allotment due to employment status are reasonable and necessary to perform his or her job during the applicable semester, the employee must immediately notify the Human Resources Department. If the employee does not spend the allocated amount, the remaining balance does not transfer to the next fiscal school year.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their duties for the School.

If, however, an employee believes that he or she has been required to incur any unexpected necessary and reasonable expense in order to perform his or her duties on behalf of the School, the employee should immediately report that expense to the School's Human Resources Department. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

Reporting
If any employee believes that he or she has not been fully reimbursed for all reasonable and necessary expenses he or she has been required to incur while working for the School, the employee should immediately inform the School's Human Resources Department. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business related expenses for the purpose of requesting reimbursement.

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OFFUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTSOR GUARDIANS
Policy Statement
It is the policy of the School that the School shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. The School does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with the School in order to obtain funds or things of value from the School. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with the School for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in the School, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at the School, resulting in the individual's receipt of funds or thing of value from the School.

Procedures
The prior approval of the Executive Director or hisor her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:
1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or his or herdesignee.

SECTION 11 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of the School to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success. For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulationsregarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event:
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises:
- Refusing to submit to an inspection or testing when requested by administration:
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee. This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard. Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion. Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance. Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination. Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non- nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on School property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuringyour vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employees must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

The School cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on the School's premises, including the parking area, or away from school property while on school business employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

The School is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem. All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources. The School has in place a written Injuryand Illness Prevention Program as required by lawIt is located in the main office for review.

ERGONOMICS

The School has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 12 – TERMINATION

VOLUNTARY TERMINATION

The School will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from the School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to the School for three consecutive work days. The School requests that employees provide at least two weeks written notice of a voluntary termination. All School property must be returned immediately upon terminating employment. The School retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of the School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, the School reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at the School may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at the School. Information shared during an exit interviewwill be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees. With respect to verification requests, the School will disclose only the dates of employment and the title of the last position held. The School will verify or disclose additional information about the employee only if the employee provides written authorization for the School to provide the information. However, the School will provide information about current or former employees as required by law or court order. The School will not provide any letters of reference for current or former employees. Pleaserefer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of the School Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding the School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of the School's policies.

In particular, I have read and understand the School's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of the School, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between the School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with the School, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

The School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.
Other than the School Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print):

Employee Signature:

Date:

Coversheet

Application for Establishment of a California Cadet Corps (p. 138-150)

Section:	IV. Academic Excellence
Item:	A. Application for Establishment of a California Cadet Corps (p. 138-150)
Purpose:	Vote
Submitted by:	
Related Material:	Clarksville_21.22_CACC Intent to Participate.pdf Clarksville_21.22_CACC_School Cooperative Agreement (1).pdf CACC_Form_11_platt_CCS.pdf

BACKGROUND:
Clarksville Charter School is seeking to establish a new California Cadet Corps unit.
The California Cadet Corps is a school-based applied leadership program conducted within a military framework and is designed to provide maximum growth and leadership opportunities for Cadets from the Elementary through High School levels and stresses six objectives: • To develop LEADERSHIP • To engender CITIZENSHIP • To encourage PATRIOTISM • To foster ACADEMIC EXCELLENCE • To teach BASIC MILITARY KNOWLEDGE • To Promote HEALTH, FITNESS, & WELLNESS

RECOMMENDATION:
Recommended for approval.

CACC FORM 1 **8 May 2018**
APPLICATION
FOR ESTABLISHMENT OF A CALIFORNIA CADET CORPS UNIT

Instructions: This application is divided into three parts: 1) Initial Eligibility Screen, 2) Intent to Form a CACC Unit and 3) Cooperative Agreement. Schools intending to start a CACC program should submit the first two pages of this application as soon as possible to recruiting@cadet.org. For help, review https://cacadets.org/ or contact recruiting at recruiting@cadet.org.

INITIAL ELIGIBILITY SCREEN

Instructions: This section is for schools to assess their ability to conduct the CACC program, and for CACC to determine effectiveness and viability of new program location. Schools should fill this out and include it with the next page (Intent Form).

Requirements

(All must be checked to be eligible)

- School is WASC Accredited (H.S.)
- School does not have JROTC Program
- At least 25 Cadets
- Classroom Available
- Storage Space Available

Competitive Attributes

(Desired, but not required)

- How many classes/sections of CACC will be conducted? __1 section - inaugural year___
- Name of feeder CACC School__ Clarksville Charter School_____
- Number of CACC programs at schools within District? _____0_____
- Describe the level of District Support for the Program: _____
  __District support is strong and administration is committed to establishing and supporting this program.
  _____
  _____
- School has identified a potential Commandant? ___Yes_____
- Commandant has current Drill Credential? ____No_____
- Describe the level of community support for the Program: _____
  Community support is strong and a survey to gauge interest level was well received.
  _____
  _____
  _____
- Will Cadets be volunteers or compelled to attend CACC classes? _ Volunteer enrollment in class/ program

CACC FORM 1 **8 May 2018**
APPLICATION
FOR ESTABLISHMENT OF A CALIFORNIA CADET CORPS UNIT

Instructions: The intent form is non-binding but allows CACC to evaluate the proposal and plan for uniforms, equipment, and personnel to start at the requested start date. Once the intent form is received, the school will be notified whether to continue the application process.

INTENT TO FORM A CALIFORNIA CADET CORPS UNIT

Basic Info

Name of school: Clarksville Charter School

School grades: TK-12 Charter type: ___Public x___Charter ____Private ____Other

Address of school: 4818 Golden Foothill Pkwy Suite #9,

City El Dorado Hills, Zip 95762 School Phone (916) 597-0901

Student enrollment (#): 1,150 ASC WASC Accreditation Code: 09 61838 200

Principal/Site administrator's name: Jenell Sherman

Principal's phone: (916) 532-5923 Principal's email: jenell.sherman@clarksvillecharter.org

Additional administrator's name:
Shannon Breckinridge, High School Director, shannon.breckenridge@lakeviewcharter.org

Goals

Program Priorities: x Mil. Discipline x College Prep ___ Vocational ___ Physical Ed.
_x_Social/Citizenship ___ Other (_____)

What do you want the program to accomplish: Develop leadership, build community, and provide military experience for our student. Provide CTE pathway for students. Develop citizenship, initiative, and respect for others, community, and country.

Requested Start Date: 8/1/2021 Anticipated Cadet enrollment: 25

Potential Commandant (Name/contact): Elizabeth Platt, 916-467-6122
elizabeth.platt@clarksvillecharter.org

Typed Name Elizabeth Platt Position Teacher/commandant

Signature: Elizabeth Platt

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

COOPERATIVE AGREEMENT

BETWEEN

THE CALIFORNIA CADET CORPS

AND

Clarksville Charter School

(SCHOOL NAME)

1. Purpose**.** To provide information, expectations, and requirements of the establishment of a California Cadet Corps (CACC) Unit/Program at the above-named school.

2. Authority: sections 500-520.1 and 530 and 531 of the California Military and Veterans Code

3. Reference: CR's: 1-2, 1-3, 1-9, 1-10, 1-11, 3-1, 4-2 https://cacadets.org/Regulations

General Dispositions:

1)The CACC program becomes official at an institution when both parties, the institution and the CACC jointly agree in the establishment of the program AND Activation Orders are published.

2) Each unit (school site) must agree to maintain the minimum enrollment of no fewer than 25 cadets within the first year of standing up the unit and:

Meet prescribed standards and criteria as set forth by CR 1-9

Provide a course of military instruction as outlined in CR 3-1.

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

3) School Sites must make available, for the CACC unit's use, adequate classrooms, administrative offices, office equipment, storage space, drill field, transportation, telecommunications, and required facilities in a fair and equitable manner in comparison with other elements of the institution and pay the costs of utilities and maintenance for these facilities.

4) The school agrees to follow all CACC regulations and procedures.

5) The school agrees to run the program for a minimum of three (3) years.

6) The school agrees to allow cadets and commandants to wear CACC approved uniforms, minimum once a week for inspection purposes.

7) All other cadet uniforms created by the school will comply with cadet regulations - or by approval of HQCACC.

8) School will allow, onto campus, official CACC representatives to conduct inspections and assist facilitating the program during regular business hours.

9) School will arrange to have a preponderance of cadets available to support the Annual General Inspection, as well as an administrator ready to meet with the Inspectors on an appointed date and time.

10) HQCACC will provide the main source of curriculum for the program

11) HQCACC agrees to provide training equipment, however, this in no way precludes schools or districts from purchasing additional equipment.

12) HQCACC agrees to assist in the funding of regional competitions and leadership programs.

13) HQCACC agrees to provide professional development training to commandants, administrators, and other educators belonging to a program or Small Learning Community (SLC/PLC).

14) All stipulations in this agreement are conditional in relation to the fiscal budget or monetary funding by either the state or district for either parties.

Credit and Accreditation

1) A school that desires to participate in a CACC program must maintain current full accreditation by the Western Association of Schools and Colleges (WASC) if applicable.

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

2) Cadets may receive academic credit for the Cadet Corps class to fulfill graduation requirements as authorized by local board policy. Generally, cadets in their first year of enrollment receive credit for a course entitled Military Leadership 9-12(grade) A/B (semester). Cadets in their second and subsequent years earn credit for a course entitled Military Leadership 2A/B, 3A/B and so on.

3) Cadets may, with the approval of the commandant and school administration, enroll in more than one period of Cadet Corps and receive credit for different requirements (Physical Education, Elective, Career Education, Vocational, etc.), but they may not take classes at different levels simultaneously.

4) Credit given for the required courses of instruction must maintain the standards prescribed by the CACC and its regulations/curriculum.

5) The School agrees to allow cadet performance data, such as GPA, attendance, college-acceptance, discipline, and physical fitness assessments on cadets be collected to assess the CACC program effectiveness.

Student Materials, Equipment, and Events:

1) **Equipment and materials** will be provided to CACC units as state funding levels permit. Examples of such equipment may include, but are not limited to, the following: uniforms, uniform accessories and accoutrements, varied instructional materials, and other equipment deemed necessary to assist in the support and conduct a CACC program. Other equipment may be provided for the program. The HQCACC, budget permitting, will provide the following:

a) Limited Color Guard and Drill supplies, Classroom Flags and display equipment.

b) The CACC will transport uniforms and equipment to the school site.

2) The school will provide for other functional materials to cadet courses that are normally distributed to other classes in order to operate a basic learning environment that is specific to the program, i.e. pencils, paper, white board markers, copy paper, staplers etc.

3) **Events** conducted at the local, regional or state, are critical to the success of the program. Cadet Corps units typically participate in a number of events each school year, please view CR 1-9 section 5.3 for various examples. The relationship of staffing and responsibility of participating groups are situational and shared to varying degrees by both the CACC personal and school personnel.

a) Transportation to/from local events are primarily the responsibility of individual schools. Commandant personnel are encouraged to provide information to school site administrators about anticipated costs for transportation well in advance of their incurrence and within district guidelines.

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

b) Depending on cadet participation numbers, the CACC will provide transportation to and from state activities- including the Summer Encampment.

c) School districts may establish and implement policies regarding academic eligibility for cadet participation in such events and activities. However, commandant input to such policies is recommended.

d) School administrator authorization and parent permission must be obtained before cadets are allowed to participate in any activity off campus or for extended periods outside the school day.

e) Prearranged trips and transport requests that are submitted by commandants at the annual Commandant Conference will be considered for funding by the CACC. Cost of all other trips and transport incurred by the unit will be paid for by the school with the exception of point "b" above.

f) Schools will provide cadets with liability insurance to the same extent and an in like manner as provided other students (in all aspects to include extracurricular activities). The CACC also provides excess liability for its members and cadets.

Facilities:

1) The School site will provide adequate classroom space as needed for the number of students enrolled in the largest class of the California Cadet Corps (CACC) program. Classrooms should contain adequate desks, audiovisual equipment, teacher's desk(s), etc. for the anticipated enrollment.

2) **Administrative Offices.** The CACC program requires commandants to conduct a variety of administrative functions, including personnel record keeping, supply management, etc. Sufficient dedicated office space for these functions is generally equal to a minimum of 150 square feet in unit with enrollments between 32-100 cadets and 250 square feet in units with enrollments between 101-250 cadets. Units with larger enrollments require proportionally larger administrative space.

3) **Computers/Printer**. At least one dedicated computer or laptop for administrative functions, printer with adequate supply of ink/toner, as well as classroom sufficient computers for online promotion testing or staff work with proper local data/WIFI accessibility.

4) **Storage space**. Adequate locked space is needed to store uniforms and other equipment commensurate with the number of anticipated cadets enrolled in the program. Storage must allow for security of state property. Provisions of suitable safeguards for State property are as prescribed in CR 4-2.

5) **Drill Area**. Cadets require a flat, unobstructed surface of no less than 30 yards by 50 yards to conduct drill and ceremonies. This surface can easily be shared with other classes on a rotating basis to be negotiated between the CACC Commandant and other teaching personnel. Larger units will, by nature, occupy and require more space.

6) **Telecommunications**. Commandants should have access to a phone line. Phone services are required because of the after school and weekend nature of events conducted by the CACC.

7) **Facilities access**. Given the fact that CACC units typically practice after school and in the evening and weekend hours for competitions, access to necessary security codes, keys, passes, gates, classrooms, buildings, etc. is necessary.

Instructors, Staff and School:

The success of the California Cadet Corps (CACC) Program depends upon qualified and motivated instructors. The CACC will assist with locating and recruiting potential commandants, but the school hires and supervises the employees. The CACC will train, promote, inspect yearly, pay drill stipends, and facilitate certification through CTE for appointed Commandants.

1) **Authorized instructors.**

Only instructors with appointments in the CACC and with the Designated Subjects Special Subjects Basic Military Drill Credential or JROTC Drill Credential will conduct the CACC program as required by the Commission on Teacher Credentialing; These instructors are subject to the provisions of CACC regulations. Schools are allowed one year, with the approval of the principal, to have a provisional instructor that does not meet the above criteria to act as an interim instructor for the specific purpose to train or acquire a qualified commandant for the existing program.

2) **Relationship between instructors and schools.**

a) **Commandants:** The school or school board is the employing agency of Commandants. They are responsible to the Principal and are governed by district and school policy, employment contracts, and CACC regulations.

b) **Assistant Commandants / Volunteers**: Volunteers and Assistant Commandants (volunteers who achieve appointment in the CACC) are critical to a successful program (transportation, chaperones, administrative support, etc.). These personnel are school volunteers and are governed by that institution's rules and regulations. In addition to school/district policy compliance, Commandants are responsible for their supervision and must ensure they comply with the Cadet Protection policy while at CACC events.

c) **Cadet Instructors**: This is a cadet leadership program and cadets are expected to instruct junior cadets in elements of CACC curriculum. This instruction is performed under the guidance and supervision of the Commandant, Assistant Commandant, or substitute teachers when required.

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

3) **Substitute Coverage for official Events/ Activities**.

Participation in cadet activities, trips, or events, as well as participation in CACC-sponsored professional development seminars during school time, may require schools and school districts to pay for substitute coverage for CACC Commandants. This is handled as any school educator requiring time for a like purpose.

4) **Salary, Drill Pay, Stipends and Insurance.**

a) Schools/Districts shall pay certificated-Commandants a salary that is commensurate with similar positions.

b) Certificated Commandants are eligible for CACC "drill pay" which is essentially a stipend for CACC activities or requirements occurring out of the normal school day. Drill Pay is subject to performance requirements, separate from school employment, governed by California Military Department regulations, and not subject to school/bargaining unit agreements. This stipend is considered separate from any state duties the Commandant may perform.

c) At the discretion of local school authorities, individuals employed as Commandants may be paid stipends for coaching after school activities and/or for supervising cadets on weekend and outside-of-school-time activities. Such stipends are solely at local school expense. If these stipends are paid, drill pay will not be issued.

d) Though the CACC carries insurance, it is expected that Commandants are to be provided with the same liability insurance as to the extent as is provided to coaches and other teachers through the school for school sponsored activities or duties.

5) **Maintaining and clearing the Military Drill Credential.**

As with all CTC Credentials, the individual instructor is responsible for obtaining and maintaining the proper coursework and following CTC procedures to obtain a credential. This includes the clearance of their Preliminary Drill Credential (5 years from issuance of preliminary credential). The program will assist in this venture but is not responsible for the attainment of qualifications or documentation.

6) **Professionalism by the Commandant**.

a) Commandants are the employees of the school or District and are therefore governed by all rules and regulations stipulated by that body.

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

b) School principals are the direct supervisor in the commandant's professionalism, performance, and appearance in accordance to the rules and regulations of both the school and the CACC.

c) The administration is encouraged to contact HQCACC to assist in any concerns with the governing of the instructor and or program.

d) This is a military program and the Commandant should wear a uniform in compliance with Cadet Regulation 1-3. Generally, this means on cadet uniform days, the Commandant should also be in uniform.

Cooperative Agreement Stipulations

1) That this cooperative agreement will be effective when the authorities of this school have been notified officially that the CACC has approved the activation of a CACC unit on the date specified by that notification.

2) That the CACC will have the right at anytime to withdraw approval and authorization of any personnel employed by the school pursuant to CR1-10. . Such a withdraw of authorization of any personnel employed by the school, will require the decertification of the individual from the CACC program.

3) For functionality, if the CACC program at the school is not reaching standards or expectations as set forth by the Annual General Inspection (AGI). That HQCACC reserves the right to place said unit on probation (see CR-1-9 section 2-8 through 2-11). Failure to correct deficiencies of said issues and the inability to rectify the issues will or may lead to the disestablishment of the unit.

FOR THE SCHOOL:

DATE SIGNED: _____

_____
TYPED NAME AND TITLE

_____
SIGNATURE

FOR THE CALIFORNIA CADET CORPS:

DATE SIGNED: _____

_____
TYPED NAME AND TITLE

_____
SIGNATURE

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

The following details are part of the Cooperative Agreement

Agreement regarding facilities to be provided for use of the CACC, without expense to the CACC or Military Department

The authorities of the above-named institution agree that the facilities specified below shall be furnished for the use of the CACC program, without expense to the CACC or Military Department. Phrases such as: "as needed." "as required," "TBD," etc. will not be used in describing the following:

1. OFFICES

NO. OF ROOMS	SIZE	BLDG. IN WICH LOCATED	EXCLUSIVE OR JOINT

2. STORAGE ROOMS

NO. OF ROOMS	EXCLUSIVE OR JOINT USE
1	joint

NOTE: Storage rooms, particularly for clothing and small articles of equipment, must be adequately lighted and ventilated and provided with securable shelving or cabinets as per CR4-2

3. CLASSROOMS

NO. OF ROOMS AND BLDG	SEATING CAPACITY	EXCLUSIVE OR JOINT USE/ NOTES
1	virtual	hybrid (virtual class instruction), outdoor drill & ceremony

NOTE: Classrooms must be adequately lighted and ventilated and be provided with standard equipment. If joint use is specified. Rooms must be available for CACC classes when scheduled.

4. OUTDOOR DRILL AREA

SIZE (L x W)	Will be available to the program as follows:

ADDITIONAL NOTES AND CONDITIONS OF FACILITIES

8

STATE OF CALIFORNIA- MILITARY DEPARTMENT
CALIFORNIA CADET CORPS
10 Sonoma Ave, Bldg. 1301
Camp San Luis Obispo, California 93405

OHER TERMS, CONDITIONS, OR AMMENDMANTS SET BY BOTH PARTIES AT THE INITIAL AGREEMENT ON THE _____ DAY OF _____, 20___
PLEASE TYPE OR PRINT LEGIBLY IN BLUE INK
Signed for the school and date
Signed for the California Cadet Corps and Date

SCHOOL BOARD RECOMMENDATION

The governing board of Clarksville Charter School School District approves the application of:

Platt	Elizabeth	D	
Last Name	First Name	MI	Social Security Number

as a:

☑ Commandant of Cadets ☐ Assistant Commandant of Cadets

and upon approval from the Adjutant General, State of California and Headquarters, California Cadet Corps, will be eligible to work in said capacity.

NOTE: This form may be signed only by an individual authorized by the governing board to sign on behalf of the board. Reference CR 1-11 for the policy on delegation of signature authority.

Name of Person Signing

Title

City Zip Code

Phone Number

Signature

Date

CACC Form 11

Coversheet

Local Control and Accountability Plan and Budget Overview for Parents (p. 151-211)

Section: IV. Academic Excellence
Item: B. Local Control and Accountability Plan and Budget Overview for Parents (p. 151-211)
Purpose: Vote
Submitted by: Darcy Belleza
Related Material: LCAP CCS 2021-2022.pdf
BOP CCS 2021-2022.pdf

BACKGROUND:
LCAP: Annual Updates for years 19-20, 20-21, and New Actions/Goals/Expenditures for 21-24
June 2021 Board Approval for final LCAP

RECOMMENDATION:
Feedback requested during Public Hearing

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jenell Sherman Executive Director	jenell.sherman@clarksvillecharter.org (916)-241-8657

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

DRAFT

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Local Priorities: Basic Conditions

Annual Measurable Outcomes

Expected	Actual
100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.

100% of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100% of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.
100% of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100% of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
100% of students who have access to a computer.	100% of students who have access to a computer.
100% of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100% of students who have a broad course of study through vendor lobby electives and enrichment opportunities.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriately credentialed and assigned.	$3,195,000	$3,199,765
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	$16,484	$21,987
Provide access to broad course of study such as VAPA courses and enrichment opportunities	$1,685,954	$1,876,432

DRAFT

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

successfully provided high-quality teaching and learning that promoted opportunity for applying knowledge within an independent study/online curriculum structure. The school continued to offer professional development; new curriculum offerings expanded to meet the needs of the students. With the continued evolution of online learning, the school ensured that each student had access to technology. A continued focus is to ensure that all students have internet access and the ability to utilize technology within their homes.

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

Expected	Actual
CAASPP participation rate will be at least 95%.	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 participation rate was used as an alternative measure for this metric. 2019-20 Star participation rate was 91% for Math and 87% for ELA.
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups.	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 assessment scores were used as an alternative measure for this metric. 70% of students scored At/Above benchmark.
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 assessment scores were used as an alternative measure for this metric. 72% of students scored At/Above benchmark.
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Actual measurable outcome is not available due to state indicators not being reported on the 2020 California Dashboard.

DRAFT

	2019-20 ELPAC scores are used as an alternative measure for this metric. Performance Level Scores 1 3% 2 15% 3 31% 4 51%
At least 10% of EL students will reclassify	2.7% of EL students reclassified in the 2019-20 school year.
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	ELA- 87% Math- 91%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	$1,185,000	$1,195,000
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services	$186,693	$196,493
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction	$137,000	$142,000
Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balanced Assessment or STAR360 in ELA and Mathematics	$0	$0

DRAFT

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CCS provided appropriate tiered supports that promote and sustain positive social/emotional development as well as increased academic achievement for all students. The school continued to refine the MTSS Intervention support with online direct instruction and purchased new licenses for online learning. CCS focused on an Assistant Director to build an online direct instruction for the EL population. Professional Learning Communities were formed with the monthly meetings with school leadership and teachers. CCS continued to build a system that supports more students in direct instruction. The school recognized the importance of direct instruction and the benefits that it provides for not only within the MTSS and EL, but for the school as a whole.

DRAFT

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The number of students taking college level courses (concurrent enrollment or within community colleges)	27 students participated in taking college level courses.
100% Counselors and HST teachers will meet with each student and family to a create personalized learning plan.	100% Counselors and HST teachers will meet with each student and family to create a personalized learning plan.
Increase the number of Career Technical Pathways.	5 CTE pathways
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator.	33.9% of students scored at Prepared and Approaching Prepared on the College Career Indicator.
Percent of students that pass AP examination with a score of 3 or higher.	4 students passed the AP examination with a score of 3 or higher.
Decrease the middle school dropout rate.	Our SIS does not identify any middle school students as dropouts.
40% of high school students will be on track to graduate with A-G requirements fulfilled.	2% of our high school students will be on track to graduate with A-G requirements fulfilled

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	$0	$0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	$0	$0
The school will establish an IGP review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	$0	$0

DRAFT

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CCS implemented systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap. Professional development provided to the staff provided training and support for CTE and College/Career Readiness. The school successfully established the Individualized Graduation Plans in partnership with the teacher, family, and high school counselors. CCS acknowledges that this goal is a continued component with a continued strategic plan for this population of students.

DRAFT

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Local Priorities: Parent Involvement and Engagement
School Climate Survey

Annual Measurable Outcomes

Expected	Actual

Increase number of students participating in Enrichment opportunities as measured by student enrollment.	Due to Covid restrictions Clarksville Charter School suspended all Enrichment activities. New baseline will be developed in 2021-22 LCAP plan.
Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Due to Covid restrictions Charter School could not increase student participation. New baseline will be developed in 2021-22 LCAP plan.
100% use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics.	100% use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics.
Maintain chronic absenteeism rate at 0%	0%
Maintain the rate of pupil suspension and expulsions rate at 0%.	0%
Increase high school cohort graduation rate from baseline of 27.8%.	89.5%
Decrease the high school cohort dropout rate.	5.45%
Decrease the middle school dropout rate.	Our SIS does not identify any middle school students as dropouts.
Increase parent participation rate for the school climate survey by 10%.	10% of our parents participated in the school climate survey.
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	Our attendance rate remains steady at 95% or higher for each month.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	$0	$0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	$108,384	$108,384
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs.	$108,384	$108,384

DRAFT

Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	$114,124	$114,124
Increase opportunities for students to participate in leadership and academic events to develop confidence and leadership skills.	$289,019	$289,019
Maintain updated FAQs, policies, and program descriptions on the school website.	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CCS increased student, parent, staff, and community engagement through collaboration, transparency, and communication and provided a broad course of study. The Foster/Homeless Youth Liaison position implemented policies, procedures and supports for this population. The new position provided insight to the school to continue to build support with academic, social-emotional, and intervention for the student population. CCS will continue to focus on this student population with additional support with a multi-year strategic plan.

DRAFT

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expenditures associated with researching and access to virtual and access to community resources, including museum, Nature program, STEM Experiences, Aerospace Museum, Virtual, Guided Learning Experiences specifically for unduplicated students who have challenges paying for the programs	$1,000	$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CCS anticipated costs associated in relation to In-Person Instructional Offerings. The expenditure related to virtual access to community resources lended to the families signing up for their own experiences with the given instructional amounts. With the nature of virtual resources, there was an extraordinary number of opportunities for students to tailor to personalized learning virtual experiences. The need wasn't what was anticipated with the creation of the expenditure. Students though utilized the state-aligned materials more during the 20-21 School year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Being a non-classroom-based charter, students primarily school at home. An adjustment was the inability to utilize the community partners for enrichment opportunities.

DRAFT

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format	$2,500	$0	Y
STAR360 diagnostic/interim assessments: Implement a variety of assessments to monitor student progress and continual assessment to provide targeted instruction and intervention	$19,711	$19,353	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress	$10,000	$23,981	Y
MobyMax and other instructional material/resources to help EL	$17,725	$17,725	Y
Technology to support EL Designees to support communication with our students legibly via zoom. Provide modeling and scaffolding during these lessons.	$1,800	$1,800	Y
Costs to implement Community Connections program include hot spots for connectivity, web cameras/tripods for the Community Coordinators to host/produce the workshops	$1,500	$1,500	N

DRAFT

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The expenditures related to implementing distance learning planned to be as estimated when the LCP was drafted. Given the state of the State of California, we shifted the focus to Social Emotional Learning instead of trauma informed practices. With the COVID-19 Pandemic, fortunately there was a wealth of free programs and offerings to support our staff and parents with professional learning incorporating SEL into their day. Therefore, we didn't need to utilize the funds towards SEL. The other expenditures were what our school anticipated spending to be which were budgeted for.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Being a non-classroom based charter school, we didn't have the traditional distance learning model as a traditional public school. Challenges that our students faced were the increased need for connectivity and usage of devices with the online options in enrichment, curriculum, online learning opportunities, and synchronous learning online with our teachers. Our staff, also continuing to work from home, needed reliable internet and resources to teach remotely.

DRAFT

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Homeschool Teachers to provide instruction for all students, Provide school counselors to support students in targeted services with social and academic wellness: in-person/distance learning platform, provide junior high virtual academy coordinator and lead teacher, provide high school virtual academy coordinator, special education teachers, intervention specialists, Executive Director/Assistant Principals/Specialists provide instructional coaching for teachers; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide, student intervention support, school psychologists, high school success coordinator * 10% of certificated salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds	$659,397	$659,397	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$1,500	$0	Y
Staff and parent training related to understanding our English Language Development strategies	$1,000	$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In regard to pupil learning loss, again due to the in-staff PD that were already developed, we didn't have a need to purchase any additional training for our staff and parents. Our staff and parents did receive training understanding MTSS and ELD, but we utilized staffing, resources that were already embedded into our budget. Again, as stated above, there were additional free resources this year, unlike before, that our school was able to utilize to support these vital areas of training.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As a non-classroom based independent study charter school, homeschooling students were able to continue the different modes of learning with teacher-directed, online and within the blended instructional model. Teachers communicated and met with students through digital platforms. Students chose to enroll in new direct-instruction opportunities such as HSVA and JHVA in core subjects which provided instruction at home. One challenge that the school had was the 10-15% percentage of students that participated in the benchmark diagnostic (STAR) in English language arts and mathematics. Feedback from families who took the benchmark felt they have been doing so much learning online, technology overload, COVID related life circumstances, it was another online time for their student to be on technology. With COVID there is a changed family dynamic that have made testing difficult in a student's home. Although all students have access to technology and internet access, there are a few areas where student connectivity is still in question, due to the location of a student's home. There was an increase in our Intervention classes during 20-21, as more students needed additional support without the in-person academic enrichment opportunities normally offered.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The school completed the Care backpacks for our homeless population through collaboration with the teacher and family. A Social Emotional Website was launched along with items such as Mindset Mondays, dedicated time with counselors, online SEL supports, Community Connections events to bring students together, JHVA and HSVA also provided learning and social opportunities for students to connect. The Multicultural Diversity and Inclusion Program brought new and a continued awareness of our diverse world

DRAFT

and student population which brought a new heightened awareness for our school and community. Results from the parent survey showed 56% of parents did not find our students mental wellbeing concerning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers continued to meet virtually with their students to provide continued student engagement with checks, office hours, scheduled live synchronous sessions, participation in diagnostic assessment and completion of assignments as documented in our student information system. Many families chose to attend our virtual community events that had series on different topics both educational and enrichment. Families also opted to join many of the parent education nights and Multicultural and Diversity Inclusion Program opportunities for additional connection. Families were able to connect with one another with thematic virtual events held by Community Connections. The JHVA had an online science fair. Our NHS held outreaches too for the students to engage with one another online. With connectivity being a challenge, our school provided technology and access to the Internet for students that needed this. We also provided online curriculum options for students that provided supplemental and full online curriculum options to enhance learning. Our interim benchmark assessment assisted in data collection, analysis, and planning for learning loss. With COVID-19, parent education workshops online provided much needed support. Our staff received a social emotional wellness PD from a keynote speaker in January. Based on our parent survey results 57% of our parents are not concerned in this period of uncertainty.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom based independent study charter school, we do not have facilities to serve meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

DRAFT

N/A	N/A	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CCS continued with the three educational models during the 20-21 School Year. With the additional synchronous instruction options for junior high, high school, English learners, and intervention classes, this placed a foundation for students. With the dynamics of student's homes with parents working while students are schooling, more students took the opportunity to participate in the courses. The school saw a gain in student engagement and test scores with the online direct instruction and has planned to continue and increase course offerings in the future. Professional Development during the 20-21 School year was more targeted, and data driven tailored to the internal benchmark diagnostics. Building community in the virtual world along with course offerings lended to be a strength during COVID. With the increase in student engagement in academic course offerings and desire for in person activities, the school will continue to build programs to support the elementary aged students. The continued need for the support of mental health and social-emotional well-being will continue to be on the forefront for our schools and for schools for the next three year, and most probably more. Our Student Services side developed and will continue to develop more programs, offerings, opportunities to support students and staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

For the 2021-24 LCAP's, as stated above, there will be a continued focus on direct instruction to address pupil learning loss for our unduplicated and students with disabilities elementary to high school students in core and enrichment subjects. Our EL students will continue to receive asynchronous English Language Development focused on grade level bans and EL levels determined by ELPAC results. Our Unduplicated students and SWD will be offered asynchronous instruction courses, as well as opportunities for intervention courses. Our staff will continue to focus on data driven practices from our benchmark assessments to deliver instructional strategies

DRAFT

and curriculum to support students' specific learning needs. We will provide a pre and post assessment to help gauge academic progress.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the actions/services identified as contributing towards meeting the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes along with stakeholder feedback from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 with a more data driven approach. Our team has utilized the Dashboard, internal benchmarks, teacher data from Learning Period Meetings, and external data analyst companies to assist in driving a focus pertaining to increasing student achievement, both individually and collectively within unduplicated student groups. As the team reflected on data, along with stakeholder input, these components helped to guide CCS in an approach to educate not only the academics but also the social-emotional well-being of students.

DRAFT

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

DRAFT

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and

DRAFT

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

DRAFT

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

DRAFT

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jenell Sherman, Executive Director	jenell.sherman@clarksvillecharter.org (916)-241-8657

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Clarksville Charter School (CCS) opened in the fall of the 2017-18 school year. Clarksville Charter School is a WASC accredited, non-classroom based public charter school authorized by Buckeye Union Elementary School District in El Dorado County serving approximately 1180 students in El Dorado, Amador, Alpine, Sacramento & Placer Counties from transitional kindergarten through 12th-grade. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. Our school values and supports parent choice and personalized learning for all students. CCS Home School Teachers are California credentialed teachers who partner with families to nurture, guide and enhance a student's educational needs. A focus of collaboration with academic achievement and the development of the whole child with personalized learning is pivotal. At Clarksville Charter School, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child. CCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. All students have access to online all access curriculum as well as curriculum to support educational standards. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. 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. 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 twenty-four-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. CCS has implemented an online direct instruction platform (varying from four to six-week intervention courses for mathematics and language arts), 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. CCS is continuously planning and adjusting programs to meet the needs of the student population served. 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. Being part of Clarksville Charter School ensures our students are guided to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century. It is our mission to provide an individualized

DRAFT

Learning Plan for each student that is developed with both teacher, parent, and student with a focus on learning style fostering learning based on the student's natural interests and abilities. We are here to serve, support, and inspire the community within our school and all families on an educational journey with their children.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Clarksville Charter School has implemented an online direct instruction platform (four-to-six-week direct instruction, intervention courses for mathematics and language arts), and other programs so that all students have the critical thinking skills to be successful in college and career pathways. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360. The Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA) were developed this year to support students. Both programs were developed to teach live online instruction providing standards aligned courses by credentialed teachers. Due do COVID restrictions CDE did not release the 2020 Dashboard with all state indicators, but the CDE released Dashboard 2020 results for two state indicators College and Career Indicator, and Graduation Rate Indicator. Reviewing our 2019 Dashboard results, we have received the highest performance score Blue on both our Chronic Absenteeism (0%) and Suspension rate indicator (0%). Proceeding within these indicators all the subgroups with a score performed at a blue performance score, which includes Low SES, SWD's, Hispanic, White, and Two or More Races subgroups. For our Academic Indicator English Language Arts we have improved by 7.2 distance from standard points. We have also improved on our Academic Indicator Math by 1.3 distance from standard points. Our Graduation Rate on the 2020 dashboard is 89.5% and have shown to have maintained a higher graduation rate compared to the statewide results. Additionally, we have performed at Standard Met for all Local Indicators on the California Dashboard. Analyzing the students who participated in the AP exam, we had 100% of our students score at a 3 or higher which is a really positive accomplishment for our high school department. We are continuously working on achieving student academic success in each of the state indicators and continue to monitor our progress each year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Clarksville Charter School is a strong believer of how we can improve and support our students in achieving their academic goals based on student academic performance data. When reviewing our California School Dashboard results we can have identified certain areas of need where we will focus and prioritize to improve our students' academic performance. The Graduation Rate Indicator on the 2020 Dashboard we had a rate of 89.5% of our students graduating, which is a decline of 6.9% from the 2019 Dashboard results although this is not where we anticipated to be we have been working to increase our overall graduation rate. We have started closely monitoring our cohort graduates ensuring any potential dropouts are provided a more intensive one to one guidance and assisted in reaching their educational goals. On the 2020 College and Career Indicator 12.5% of our students are prepared which is a 23.2% decline from the 2019 performance score, which has been due to a low student participation in our CTE program. We are working to review and implement new CTE course pathways that are more appealing to our students, based on the feedback we received from our stakeholders: community partners, parents, and students. Additionally, our Academic Indicator Math received a performance score of "Orange" at 87.9 points below standard, and within this indicator our subgroup

DRAFT

which scored at a “Red” performance score are Low SES. In order to help all our students with an increased focus on unduplicated student groups to increase their performance score on the state assessments we have started implementing an online direct instruction intervention platform, which includes four-to-six-weeks of direct intervention instruction. Intervention courses targeted the core content areas of mathematics, reading, and writing. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360. When we reviewed for any performance gaps amongst our subgroups on any state indicator, we found there were no performance gaps amongst any of our subgroups. We are hoping the additional online direct instruction will assist in student performance growth not only for our unduplicated students but for all subgroups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Clarksville Charter School takes state accountability measures very seriously and understands that there are areas we need to prioritize and create new policies or procedures to address and improve to achieve student academic success. Some identified areas of need based on the 2020 California Dashboard include the Graduation Rate Indicator and College and Career Indicator. For the 2019 California Dashboard and identified area of need based on a “Orange” performance score include the Academic Indicator Math. Based on both the 2019 and 2020 California Dashboard no student group performance gaps were identified. CCS has supported SWD's need for targeted language arts instruction by adding Reading Specialists, structured multi-sensory literacy programming as well as reading programs for specialized academic instruction. To maintain this, we have taken steps such as providing additional support for our unduplicated students such as professional learning for families and staff focused on instructional strategies to help students reach their academic potential. We will implement and assess formative and interim assessments to be able to monitor our students throughout the year. With the provided data, we disaggregate the information to provide the individualized support needed for each student before the administration of the state assessments. This action plan will help students improve their overall scores on the state assessments and strengthen their academic performance. Addressing the need of improvement on the College and Career Indicator, we have added a variety of action items to improve our student’s performance. To increase the number of students who are college and career ready, we will increase the number of course offerings in college and career indicators providing students with more opportunities to meet the requirements within this state indicator. Graduation Rate Indicator is also an area of focus for CCS, we have created new roles and procedures to be able to monitor data regarding student dropout rates. Our school has continued to build professional development about CCI indicators and implemented an additional planning tool on our Individualized Graduation Plan for student, parent, and teacher future planning. At Clarksville it is our top priority to ensure every student achieves academic success and we are here to support and provide the tools necessary for them to reach their goals.

DRAFT

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Our school has not been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Our school has not been identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Our school has not been identified for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Before developing the process of LCAP, our school initially conducted several meetings with different departments within our school. We began this process by gaining insight and perspective to what our teachers and staff felt our areas of focus should be within each department. We also sent our surveys to our stakeholders: community partners, staff, parents, and students to receive feedback regarding what they feel our school strategies, policies, or procedures should include for next year as actions items we can implement. The surveys we received from our stakeholders were analyzed thoroughly to gain insight on what overarching goals should be for our school and within those goals how we can create actions to meet the needs of our community. Our team presented to the School Board a series of LCAP presentations which consisted of information related to proposed goals and actions for the upcoming years to foster collaboration, transparency, and to gather input. Meetings occurred with the English Learners Advisory Committee which consists of parents of our English Learners. Presentations to Charter department staff were held to gather department feedback. A charter wide staff presentation was conducted at a monthly staff meeting. Lastly, we collaborated with our SELPA where we asked for any feedback regarding our proposed goals and actions for the coming years.

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

When analyzing the feedback, we received with various stakeholders we received an immense amount of positive feedback regarding the current set policies and procedures and what we have planned for the coming years. The feedback from our parents of English Learners Advisory Committee consisted of great positivity regarding our English Language Development courses and parents felt very supported with our current program. Some suggestions the committee felt would be beneficial for the program consisted of offering more paper based English Language Development supplemental programs rather than a complete online based program. The Committee also suggested offering more afternoon zoom courses, having access to Star 360 interim benchmark assessments in the parental portal, and having the weekly newsletter contain information regarding what teachers are working on in classes. Analyzing the feedback received from our parents through the surveys we received great suggestions which we have incorporated into our LCAP as action items and almost all our parents were extremely satisfied with the current policies and procedures of our school. The feedback received consisted of adding more parent workshops related to strengthening student achievement and resuming in person activities for students, which was suspended due to COVID restrictions. The staff

DRAFT

feedback received from the surveys was very positive regarding how the school is working collaboratively and aligning curriculum programs with state standards. When asked which state priorities the school should focus on, much of the staff felt we should prioritize the following state priorities Basic Services (Teacher credential, instructional materials), Course Access (Student access to a broad course of study), and Parent Involvement (Efforts to seek parent input and participation). We have thoroughly gone through the feedback received from each of our stakeholders and have been actively working on how we can incorporate the recommendations received to meet the needs of our community. We thank our stakeholders for their participation in the surveys.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Clarksville Charter School believes in putting the community we serve first and addressing their individual needs as action, to be able to create an optimal learning environment for the families we serve. After receiving feedback from our stakeholders, many of their recommendations regarding our programs within each department of our school were considered when proceeding with developing our planned goals, actions, and metrics for the 2020-21 LCAP. Our English Learner population is an area we are always looking to improve and create more supportive learning for our students and parents. From the feedback we received from our English Learners Advisory Committee we are implementing actions such as professional learning for families and staff which will focus on instructional strategies and being able to collaborate with parents and help support our English Learner population to reach their academic goals. The goals and actions we specifically added from our ELAC input include:

-Goal 2, Action 2: Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners. This will contribute to our plans to offer more creative English Language Development support options available both online and paper based.

From the feedback we received from our surveys to our parents we found there was a need for additional professional development for our families to ensure they have all the information they need about our curriculum and programs for all our students and specifically our unduplicated students. To address this area of need we have specifically implemented:

- Goal 1 Action 1: Professional Learning related to student learning needs, particularly for English learners, foster youth, students who qualify for free or reduced lunch

- Goal 1 Action 2: Professional Learning related to student learning needs, particularly for Students with Disabilities.

We also received feedback from our High school graduate students for this year through our grad survey sent out by our High School department. Analyzing the responses, we received regarding our CTE program and our college and career readiness programs led us to create Goal 3: Increase the number of students who are high school, college, career, and life ready and within the goal create the following action items:

-Goal 3 Action 2: Provide College Readiness Assessments and Preparatory Workshops

-Goal 3 Action 1: Increase number of course offerings in college and career indicators

Lastly, we met with our SELPA and received feedback in terms of prioritizing the needs of our students with special needs which led us to create the following Goal and actions:

-Goal 3 Action 3: Partnership with Earn and Learn Organization and additional secondary support programs

-Goal 3 Action 4: Individualized Graduation Plan

DRAFT

We hope to ensure the implementation of these actions will provide us with the growth we are expecting in the coming school years and be able to optimize our student achievement data. Overall, we are very thrilled for the new changes in the coming years and how we were able to meet with each of our stakeholders, parents, and students and be able to use the feedback we receive into action items for our schools future planning.

Goals and Actions

Goal

Goal #	Description
1	CCS will continue to develop plans and utilize data to strengthen student achievement for all students. List priorities Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning

An explanation of why the LEA has developed this goal.

Clarksville Charter School is a strong believer in data driven decision making and how we can constantly monitor student academic data to maintain or improve current set policies and procedures. We are working on using various lenses of approach to identify areas of need and focus on implementing new strategies and techniques to increase student achievement. The actions we have initiated will directly contribute to utilizing student achievement data to progress on California state dashboard indicators. We had created these actions and metrics because we saw a performance gap for certain student groups and on specific dashboard indicators and needed to close the achievement gap. Our actions provide additional support and the tools needed to help our student groups performing at a red or orange performance level reach their higher achievement level goals.

On our state assessment results for CAASPP our students' distance from standard (DFS) score for English Language Arts was -31.7 and for Mathematics was -87.9 to increase the number of students scoring at standard we have purchased the STAR 360 program to monitor the progress of our students by conducting these interim assessments throughout the year. The administration of these assessments will allow for us to collect data in relation to where our students are performing before the state assessments and be able to provide additional individualized support where needed for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have home access to	100%				100%

DRAFT

technology and the Internet.					
Increase participation rate on Interim benchmarks assessments	ELA 96% Math 95%				ELA 98% Math 98%
% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use.	95%				100%
100% of teachers will be fully credentialed in the area of instruction or assignment.	100%				100%
% of students enrolled in Direct instruction courses offerings	55%				65%
Schoolwide Distance from standard (DFS) on the CAASPP ELA	**Baseline: 2018-2019** -31.7				-18.6
Schoolwide Distance from standard (DFS) on the CAASPP Math	**Baseline: 2018-2019** -87.9				-76.9
% of students who have access to standard aligned instructional material	100%				100%

DRAFT

Maintain safe facilities as demonstrated in a local inventory report.	CCS's resource center received an Exemplary score on the FIT report				Exemplary
Implementation of state standards, particularly English language development	100%				100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	**Baseline: 2018-2019** 28.04%				32%
% of students scoring at ready or conditionally ready on the EAP for ELA	**Baseline: 2018-2019** 39%				57%
% of students scoring at ready or conditionally ready on the EAP for Math	**Baseline: 2018-2019** 18%				35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	9%				20%

DRAFT

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.	$52,407	Y
2	Professional Learning related to student learning needs, particularly for Students with Disabilities	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.	$214,950	Y
3	Implement and assess formative and interim assessments	Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Clarksville's Special Education Plan Element 3c.	$28,466	Y
4	Increase the number of live or synchronous classes/	Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math.	$46,118	Y

DRAFT

	workshops for Elementary level grades	We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.		
5	Purchase additional technology	We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.	$24,000	Y
6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to	$127,540	Y

DRAFT

		school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.		
7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling, and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.	$1,374	Y

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

DRAFT

Goals and Actions

Goal

Goal #	Description
2	CCS will promote a safe, healthy, and engaged learning environment for all students. List Priorities Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students including priority group students including foster youth, English learners, and students who qualify for free or reduced lunch are receiving the additional support they need. Our high school dropout rate was 5.45%. To address this area of concern, we will hire personnel to monitor these students and address any individualized needs to be able to provide any additional support. For our 2019-20 school year we had 2.7% of our English Learners reclassified, to improve these results we will fund support staff for unduplicated student support, which includes hiring a bilingual family liaison to support our non-English speaking populations. We hope these actions will contribute to improving our overall Goal to promote a safe, healthy, and engaged learning environment for all our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel safe or connected to the school	Students: 92% Parents: 95% Teachers: 98%				Students: 100% Parents: 100% Teachers: 100%
The percent student suspension rate	0%				0%
The percent student expulsion rate	0%				0%

DRAFT

The percent High school dropout rate	5.45%				0%
The percent Middle school dropout rate	0%				0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0%				0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%				100%
Increase opportunities for student participation in leadership, enrichment, and academic events i.e., NHS NJHS, Enrichment	Fall: 51 students Spring: 45 students				Fall: 100 students Spring: 100 students
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%				100%
% of parents/guardians of English learners, foster youth, and students who qualify for free or reduced lunch meet with a resource specialist such as our foster youth liaison or EL	90%				95%

DRAFT

coordinator at least once a year					
The percent of English learners who reclassify	2.7%				15%
The percent of English learners who are making progress towards English proficiency on ELPI	N/A *Less than 11 students - data not displayed for privacy				65%

Actions

DRAFT

Action #	Title	Description	Total Funds	Contributing
1	Fund support staff for unduplicated student support	We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.	$30,000	Y
2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Our reclassification results for 2019-20 show 2.7% our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.	$32,701	Y
3	Fund School Counselor/SST Coordinator	According to our parent survey 43% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals.	$32,076	Y

		The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.		
4	Fund positions for monitoring student achievement data	Our Calpads report shows our high school dropout rate for 2019-20 school year is 5.45%, in order to decrease our dropout rate, we will hire personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority group students will benefit from this position as it will partner with our translators to assist, if needed also. For example, we will hire a position to monitor and review student achievement data focusing on priority group students including students with disabilities, monitor the California Dashboard, and work with the high school counselors in monitoring at-risk students.	$81,566	Y

DRAFT

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

DRAFT

Goals and Actions

Goal

Goal #	Description
3	Increase the number of students who are high school, college, career, and life ready. List priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increase college and career readiness amongst our high school students. We had about 8% of our students who graduated with A-G requirements fulfilled, to address this area of need we will increase the number of course offerings in college and career indicators. The 2020 California Dashboard results showed 33.9% of our students were approaching prepared or prepared on the college and career indicator. In addition, for students participating in AP exams we had approximately six (6) students who scored at a three (3) or higher. To address this area of need and overall increase the number of students participating and improving in college assessments we will provide students with College Readiness Assessments and Preparatory Workshops to ensure they are supported in every way. We hope to ensure all our students in secondary education increase their performance on all college and career readiness measures with the additional support we have planned as actions for the coming school year. We are planning to add additional AG courses to facilitate AG completion. We will collaborate with the College Board to offer onsite locations that offer PSAT, SAT and AP testing. Students have had a difficult time taking AP tests at outside institutions and this will solve that problem. We will add credentialed teacher-taught CTE courses in HSVA in addition to the CTE opportunities available through e-Dynamic/Edmentum and at community colleges. We will offer courses through HSVA that offer more

support to the struggling student to help our CAASPP scores in English, math, and science specifically. We will offer military science and leadership courses through HSVA that will help students reach the two (2) year requirement for preparedness in that area. We will contract with Earn and Learn, an organization that facilitates internship opportunities and helps students achieve the capstone course portion of the CTE pathway, making full completion more likely. Additionally, we will continue to encourage concurrent enrollment with local community colleges and seek out opportunities to partner with local colleges to offer dual enrollment to ensure we can continue to create more opportunities for our students to meet the state college and career preparedness requirements. Lastly, we will establish a contact and relationship with the Department of Rehabilitation in order to support our students with disabilities. We will also offer college and career awareness support, services, and workshops to our students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of students graduating with A-G requirements fulfilled	0%				15%
The percent of students participating in a CTE pathway	8%				20%
5% increase in the number of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	33.9%				65%
The percentage of students passing the AP examination with a score of 3 or higher	100%				72%
The percentage of high school students graduating within 4 or 5 years	89.5%				95%

DRAFT

Increase CAASPP participation rate or maintain at 95% or higher	**Baseline: 2018-2019** 96%				95%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	**Baseline: 2018-2019** 18.5%				30%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	**Baseline: 2018-2019** 38.7%				50%
% of students who complete both A-G and CTE pathway	1%				10%

DRAFT

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase number of course offerings in college and career indicators	From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that schoolwide 12.5% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current	$60,222	Y

		program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.		
2	Provide College Readiness Assessments and Preparatory Workshops	Our CCI Indicator shows that 0% of our students scored at the prepared level through the AP pathway. To improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops, and resources to prepare for college readiness. For example, we will offer preparatory workshops for college readiness assessments such as the PSAT, SAT, and ACT. We will support students with disabilities by offering additional college and career awareness classes and workshops. Another example is that we will rent facilities where students can participate in these assessments	$34,378	Y
3	Partnership with Earn and Learn Organization and additional secondary support programs	Our Dashboard shows schoolwide that our students are 12.5% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers.	$2,934	Y

DRAFT

		We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.		
4	Individualized Graduation Plan	Our Graduation Rate on the 2020 California Dashboard is at 89.5%, although we maintained our graduation rate from the previous year, we did have a performance score of Orange. To improve our graduation rate and performance score we have set procedures to revamp our Individualized Graduation Plan to raise awareness among our teachers so that they understand the actions that make our students classified as CCI prepared. They will be asked to choose a path that culminates in each student qualifying as prepared in a way best suited to their individual needs. We are also setting up free advisory classes, submitted to the College Board for AG credit and led by the counselor. This will assist students/families in making choices that will benefit themselves and our dashboard. We have several strategies that are foundational for the training/support offered above. This is offering more so that CCI preparedness offerings are more readily available Students with disabilities will have a High School Counselor, Home School Teacher, Special Education Teacher, and parent present at their IEP to assist in developing their course of study in conjunction with their independent transition plan.	$0	N

DRAFT

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

DRAFT

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.94%	$48,992

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

DRAFT

- ✔ **Goal 1: Action 1 Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch.** We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.
- ✔ **Goal 1: Action 2 Professional Learning related to student learning needs, particularly for Students with Disabilities.** We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.
- ✔ **Goal 1: Action 3 Implement and assess formative and interim assessments.** Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Clarksville's Special Education Plan Element 3c. Expenditures associated with this action include: Purchase of assessment(s) that is aligned with California State Standards in mathematics and English Language arts to monitor the progress of students who typically need the most academic support including special education and homeless subgroups.
- ✔ **Goal 1: Action 4 Increase the number of live or synchronous classes/ workshops for Elementary level grades.** Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous

classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding. Expenditures associated with this action include: Hiring of staff to implement new program, purchase of curriculum, collaboration with intervention, EL, and Special Education staff for broad focus of support for unduplicated students

- ✔ **Goal 1: Action 5 Purchase additional technology.** We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.
- ✔ **Goal 1: Action 6 Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.
- ✔ **Goal 1: Action 7 Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance.** We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off of technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.
- ✔ **Goal 2: Action 1 Fund support staff for unduplicated student support**. We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.
- ✔ **Goal 2: Action 2 Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners**. Our reclassification results for 2019-20 show 2.7% our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve

DRAFT

our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.

- ✔ **Goal 2: Action 3 Fund School Counselor/SST Coordinator.** We will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group students in need of academic intervention which includes foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.
- ✔ **Goal 2: Action 4 Fund positions for monitoring student achievement data**. Our Calpads report shows our high school dropout rate for 2019-20 school year is 5.45%, in order to decrease our dropout rate, we will hire personnel's for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors and the High School Department to assist our priority groups and schoolwide students. Our priority group students will benefit from this position as it will partner with our translators to assist, if needed also. For example, we will hire a position to monitor and review student achievement data focusing on priority group students including students with disabilities, monitor the California Dashboard, and work with the high school counselors in monitoring at-risk students.
- ✔ **Goal 3: Action 1 Increase number of course offerings in college and career indicators.** We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress toward A-G Completion. Another example is utilizing staff to provide additional communication and target high school students and families.
- ✔ **Goal 3: Action 2 Provide College Readiness Assessments and Preparatory Workshops**. Our CCI Indicator shows that 0% of our students scored at the prepared level through the AP pathway. To improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops, and resources to prepare for college readiness. For example, we will offer preparatory workshops for college readiness assessments such as the PSAT, SAT, and ACT. We will support students with disabilities by offering additional college and career awareness classes and workshops. Another example is that we will rent facilities where students can participate in these assessments
- ✔ **Goal 3: Action 3 Partnership with Earn and Learn Organization and additional secondary support programs**.Our Dashboard shows schoolwide that our students are 12.5% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers. We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.

DRAFT

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

CCS understands the importance of equity vs. equality and how our unduplicated students require the additional support in reaching their educational goals for all our created schoolwide actions in the coming years. Our school has approximately 32.4% of our students who qualify as either foster youth, English learners, or low-income, for which we receive $705,940 known as supplemental concentration funds as pursuant to 5 CCR 15496(a)(5). To provide the additional needed support we are increasing or improving services for our unduplicated students (Foster Youth, English Learners, and Low-Income Students) by 6.94% which is approximately $48,992. We have planned in our LCAP as action items to specifically use these additional funds for Professional Learning, additional technology, and funds for additional staff which will help support our unduplicated student group where needed. The LCAP actions were created with the feedback from our stakeholders, parents, students, and staff ensuring we can identify the area where the additional support is required. We want to pursue being able to address and close the achievement gaps amongst all our student groups while prioritizing our unduplicated students.

DRAFT

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

DRAFT

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

DRAFT

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

DRAFT

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

DRAFT

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

DRAFT

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

DRAFT

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

DRAFT

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

DRAFT

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

DRAFT

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

DRAFT

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

DRAFT

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

DRAFT

LCFF Budget Overview for Parents

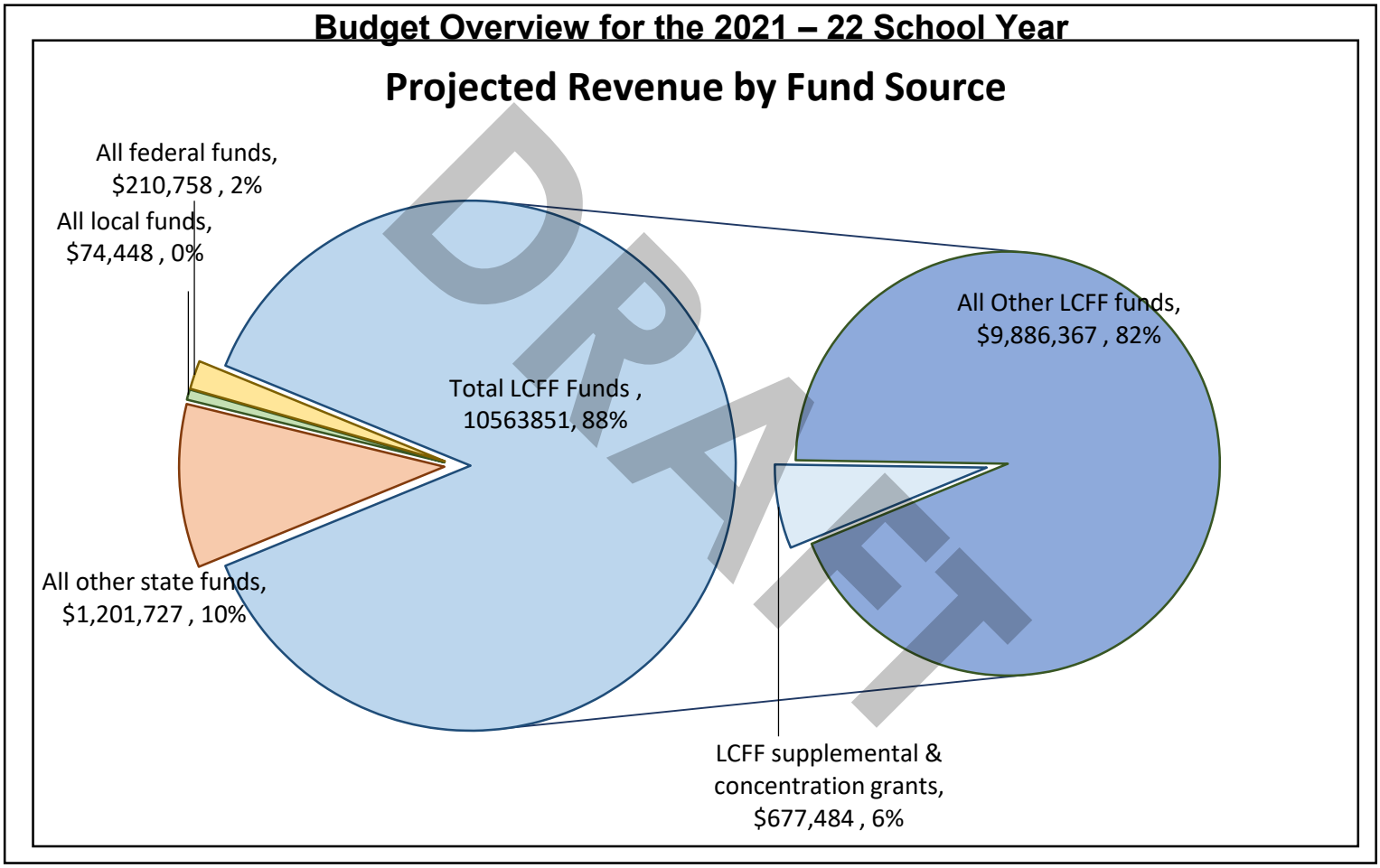
Local Educational Agency (LEA) Name: Clarksville Charter School

CDS Code: 09 61838 0136200

School Year: 2021 – 22

LEA contact information: Jenell Sherman

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

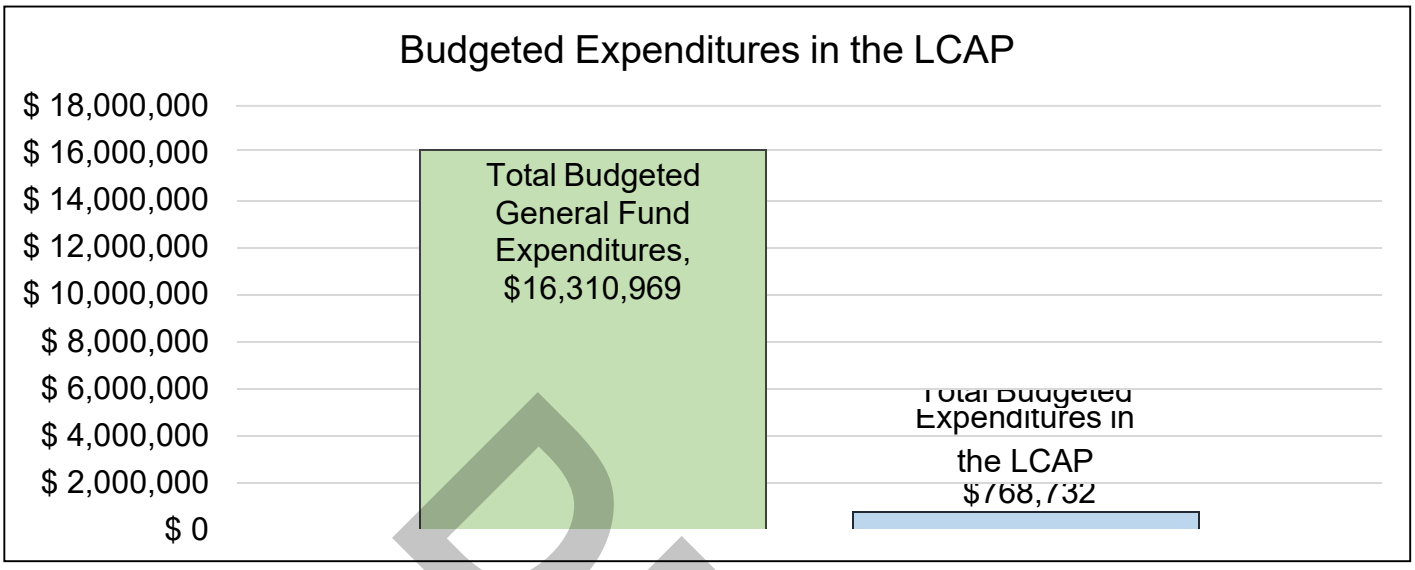


This chart shows the total general purpose revenue Clarksville Charter School expects to receive in the coming year from all sources.

The total revenue projected for Clarksville Charter School is $12,050,784.00, of which $10,563,851.00 is Local Control Funding Formula (LCFF), $1,201,727.00 is other state funds, $74,448.00 is local funds, and $210,758.00 is federal funds. Of the $10,563,851.00 in LCFF Funds, $677,484.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Clarksville Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

DRAFT

Clarksville Charter School plans to spend $16,310,969.00 for the 2021 – 22 school year. Of that amount, $768,732.00 is tied to actions/services in the LCAP and $15,542,237.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

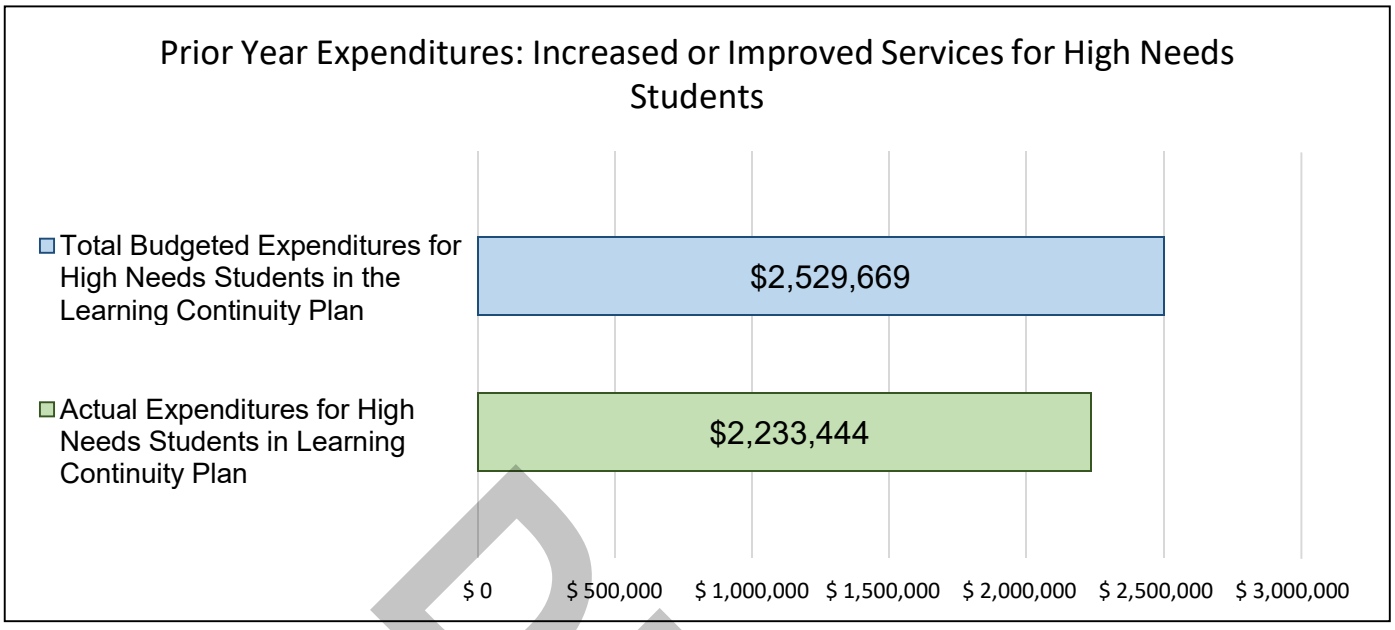
The budgeted expenditures not included in the LCAP will be used for the following: general operating and basic services;all certificated and classified salaries, operational costs such as rent, utilities, and maintenance, and student discretionary budgets for materials/supplies and enrichment classes

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Clarksville Charter School is projecting it will receive $677,484.00 based on the enrollment of foster youth, English learner, and low-income students. Clarksville Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Clarksville Charter School plans to spend $768,732.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



DRAFT

This chart compares what Clarksville Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Clarksville Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Clarksville Charter School 's Learning Continuity Plan budgeted $2,529,669.00 for planned actions to increase or improve services for high needs students. Clarksville Charter School actually spent $2,233,444.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $296,225.00 had the following impact on Clarksville Charter School 's ability to increase or improve services for high needs students:

Due to unforseen circumstances with the COVID-19 pandemic the total budgeted expenditures for the to increase or improve services for high need students was not all utilized. Given the state with the COVID-19 Pandemic, fortunately there was a wealth of free programs and offerings to support our unduplicated students. There was not an impact to our unduplicated students due to the ability to provide free resources, virtual meetings with teachers, and the utilization of enrichment virtual opportunities to keep our students connected to support mental health.

Coversheet

Public Hearing for Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) (p. 212)

Section: IV. Academic Excellence
Item: D. Public Hearing for Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) (p. 212)
Purpose: Vote
Submitted by:

BACKGROUND:
The Local Control and Accountability Plan (LCAP) and Budget Overview For Parents (BOP) are presented at this board meeting in a Public Hearing, as an opportunity to share input on the plans. Any input and changes will be reflected in the final plans and presented at a later meeting for approval and adoption by the Governing Board.

Coversheet

Discussion and Potential Action on Board Meeting Date Change for June 2021 and Calendar for the 2021-2022 School Year (p. 213-214)

Section: V. Governance
Item: A. Discussion and Potential Action on Board Meeting Date Change for June 2021 and Calendar for the 2021-2022 School Year (p. 213-214)
Purpose: Vote
Submitted by:
Related Material: 21-22 CCS Board Calendar_draft.pdf

BACKGROUND:
In order to have Governing Board-approved Local Control and Accountability Plan (LCAP) to school authorizer by June 16, 2021, it has been brought to staff attention that board meetings need to occur earlier in June 2021 than originally scheduled.

RECOMMENDATION:
Recommended for approval.

2021-2022 Board Calendar

CLARKSVILLE CHARTER SCHOOL

Board Meeting Dates	
July 29	Jan 27
Aug 26	Feb 24
Sept 30	Mar 24
Oct 28	Apr 28
Nov 18	May 19
Dec 9	June 23

Holidays	
Sep 6	Labor Day
Nov 11	Veteran's Day
Nov 25	Thanksgiving Break
Dec 20 - Jan 3	Winter Break
Jan 17	Martin Luther King, Jr. Day
Feb 11	Lincoln Day
Feb 21	Washington Day
Apr 11-18	Spring Break
May 30	Memorial Day

Appendix- Important Due Dates	
October	Unaudited Actuals
	11/1 Dashboard Indicators due to the State
December	Approval of Previous Years Audit
	12/15 First Interims due to County
January	2/1 SARC due to State
February	3/1 Comprehensive Safety Plan
March	3/15 Second Interims due to County
	3/31 Auditor Selection due to County
	4/1 Form 700s due to County Board of Supervisors
April	School Calendars
May	Public Hearing for LCAP
June	Adopted Budget
	Final Approval of LCAP
	Board Meeting Calendar

July 2021

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

August 2021

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

September 2021

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

October 2021

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

November 2021

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

December 2021

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

January 2022

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

February 2022

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

March 2022

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

April 2022

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

May 2022

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

June 2022

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

Holidays

Due Date (See Appendix)

Board Meeting

Coversheet

Upcoming Compliance Items (p. 215-216)

Section: V. Governance
Item: B. Upcoming Compliance Items (p. 215-216)
Purpose: FYI
Submitted by:
Related Material: Upcoming Compliance Deadlines May 2021.png

Description	Completed By	Board Must Approve
Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	North Schools/Audit firm	Yes
Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact	No
Expanded Learning Opportunities Grant Plan - must be completed by LEAs as a condition for receiving an ELO Grant. The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable.	North Schools with Charter Impact support	Yes
Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	North Schools	Yes
Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Annual Update with instructions Plan Summary Stakeholder Engagement Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Expenditure Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	North Schools with Charter Impact support	Yes
LCAP Federal Addendum - Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.	North Schools	Yes
Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes
Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	North Schools with Charter Impact support	Yes
Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	North Schools	Yes
Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	North Schools	No
Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with North Schools support	Yes
Nonclassroom-Based Funding Determination - Charter schools with an existing funding determination ending in 2020/21 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding. **NOTE: This due date was extended. Per SB820, Section 75, a school is deemed to have met the spending and PTR requirements as long as the FDF form is completed and submitted by 6/30/21.**	Charter Impact	No