Clarksville Charter School

Regular Scheduled Board Meeting

Date and Time

Monday June 14, 2021 at 6:30 PM PDT

Topic: CCS Board Meeting

Time: Jun 14, 2021 06:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

https://zoom.us/j/97941194462

Meeting ID: 979 4119 4462

One tap mobile

+16699006833,,97941194462# US (San Jose)

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Dial by your location

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+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

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Meeting ID: 979 4119 4462

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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 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	Emily Allen	1 m
H.	Executive Director's Report (p. 11-26)		Jenell Sherman	10 m
II.	**Finance**			**7:11 PM**
A.	May Financials (p. 27-52)	Vote	Darlington Ahaiwe	10 m
B.	Annual Budget	Vote	Darlington Ahaiwe	10 m
C.	Shared Executive Personnel Memorandum of Understanding for Julie Haycock-Cavender and Jenell Sherman (p. 57-58)	Vote	Jenell Sherman	5 m

		Purpose	Presenter	Time
D.	Executive Director Salary Schedule	Vote	Darcy Belleza	5 m
E.	Shared Staff Memorandum of Understanding	Vote	Jenell Sherman	5 m
F.	Shared Staff Memorandum of Understanding with Central for High School Virtual Academy	Vote	Jenell Sherman	5 m
G.	Services Agreement with Sequoia Grove Charter Alliance	Vote	Jenell Sherman	5 m
H.	Stipends Chart	Vote	Jenell Sherman	5 m
III.	**Operations**			**8:01 PM**
A.	Resolution to Change Email Addresses and Other Contract Information on all Policies and Documents	Vote	Jenell Sherman	5 m
B.	Conflict Waiver for Representation of Sequoia Grove Charter Alliance	Vote	Jenell Sherman	5 m
C.	Animals at School Policy	Vote	Jenell Sherman	5 m
D.	Safe Return to In-Person Instruction Plan	FYI	Jenell Sherman	5 m
E.	Public Hearing of Safe Return to In-Person Instruction Plan	Discuss	Jenell Sherman	5 m
IV.	**Academic Excellence**			**8:26 PM**
A.	Local Control and Accountability Plan 2021-2022	Vote	Darcy Belleza	10 m
B.	Budget Overview for Parents 2021-2022	Vote	Darcy Belleza	5 m
C.	Student Freedom of Speech and Expression Policy	Vote	Jenell Sherman	5 m
D.	Sexual Health and HIV Prevention Policy	Vote	Jenell Sherman	5 m
E.	Parent and Family Involvement Policy	Vote	Jenell Sherman	5 m
F.	Homeless Education Policy Review	FYI	Jenell Sherman	5 m
V.	**Governance**			**9:01 PM**

		Purpose	Presenter	Time
A.	Board Calendar for the 2021-2022 School Year (p. 213-214)	Vote	Jenell Sherman & Darcy Belleza	5 m
B.	Discussion and Potential Action on Stipend Amounts for Board Members	Discuss	Jenell Sherman	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 Keri Dalebout. Board recommendations will be presented at June 2020 board meeting.			
D.	Upcoming Compliance Items (p. 215-216)	FYI	Jenell Sherman	5 m
E.	Conflict of Interest Policy	FYI	Jenell Sherman	5 m

VI. Closing Items — 9:23 PM

A.	Board of Director's Comments & Requests	Discuss		2 m
B.	Announcement of Next Regular Scheduled Board Meeting	Vote	Emily Allen	1 m
	The Next Regular Schedule Board Meeting is July 22, 2021 at 6:30 PM.			
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.

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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 May 27, 2021

APPROVED

CLARKSVILLE
CHARTER SCHOOL

Clarksville Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Thursday May 27, 2021 at 6:30 PM

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.

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

Directors Absent
None

Guests Present
Darcy Belleza (remote), Jenell Sherman (remote), Katie Royer (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 May 27, 2021 at 6:38 PM.

C. Approval of the Agenda (p. 1-4)

Lisa Jobe made a motion to approve the Agenda.
Keri Dalebout seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Keri Dalebout	Aye
Kelley Laliberte	Aye
Emily Allen	Aye
Kathleen Burwell-Callero	Aye
Lisa Jobe	Aye

D. Closed Session

Kathleen Burwell-Callero made a motion to move into closed session at 6:42 PM.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Announcement of Any Action Taken in Closed Session

Emily Allen announced that the Board will complete closed session at the end of the meeting.
Keri Dalebout made a motion to end closed session at 8:50 PM.
Lisa Jobe seconded the motion.
The board voted unanimously to approve the motion.

F. Public Comments

No public comments.

G. Approve Minutes (p. 5-10)

Kathleen Burwell-Callero made a motion to approve the minutes from Regular Scheduled Board Meeting on 04-29-21.
Lisa Jobe seconded the motion.
Minutes from Regular Scheduled Board Meeting on 4-29-21 were approved with the following corrections:

- Keri Dalebout name spelled correctly throughout minutes.
- Lisa Jobe attendance record to read "absent."

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

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

Jenell Sherman presented the *Executive Director's Report:*

- Sequoia Grove Charter Alliance update- Employee Benefits, Tech Refresh, new office spaces in Sacramento and Roseville
- Enrollment update- Goal is 1635 students, current enrollment is 1276 students
- Graduation and Promotion
- Think Suite update- They are closing their doors on 6/30/21
- Enrichment updates- Online Purchasing System and Library Resources (OPS)
- AB1316 Jenn Kramer shared her experience with opposing the bill.

II. Finance

A. April Financials (p. 27-52)

Lisa Jobe made a motion to approve April Financials.
Kelley Laliberte seconded the motion.
Darlington Ahaiwe presented the April Financials.

Lisa Jobe asked:

- How close families are to spending all their funds?
- What happens to the un-used funds? Will show in Year End Fund Balance

Emily Allen asked how school budget to meet 40/80 Expense Ratio

- School uses last year's trends

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

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

Keri Dalebout made a motion to approve the Expanded Learning Opportunities (ELO) Grant Plan.
Lisa Jobe seconded the motion.
Darcy Belleza presented the Expanded Learning Opportunities (ELO) Grant Plan.
The board **VOTED** unanimously to approve the motion.

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

Keri Dalebout made a motion to approve the Executive Director Compensation Study.
Kelley Laliberte seconded the motion.
Kathy Daugherty presented the Executive Director Compensation Study.

Emily Allen asked how she got her research data.

- Kathy Daugherty called the other schools or viewed on their website.

Lisa Jobe acknowledged the benefits of employment longevity.
The board **VOTED** to approve the motion.

Roll Call	
Emily Allen	Aye
Keri Dalebout	Aye
Kelley Laliberte	Aye
Kathleen Burwell-Callero	Aye
Lisa Jobe	Aye

D. Stipend Chart (p. 59-61)

Kelley Laliberte made a motion to approve the Stipend Chart.
Kathleen Burwell-Callero seconded the motion.
Jenell Sherman presented the Stipend Chart highlighted that job descriptions and addition positions have been added.

Lisa Jobe asked is school has a decathalon teacher

- HSVA has a teacher who will teach it next year

Shared positions will either share the stipend or both be paid depending on level of responsibility.
The board **VOTED** unanimously to approve the motion.

E. Extra Duty Stipend Contract (p. 62-63)

Keri Dalebout made a motion to approve the Extra Duty Stipend Contract.
Kelley Laliberte seconded the motion.
Jenell Sherman presented the Extra Duty Stipend Contract.
The board **VOTED** unanimously to approve the motion.

III. Operations

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

Lisa Jobe made a motion to approve the Employee Benefit Guide 2021-2022.
Keri Dalebout seconded the motion.
Royce Gough presented the Employee Benefits Guide 2021-2022.
Rates have gone up approximately 17.6% from last year due to our move from southern to northern CA rates.
The board **VOTED** unanimously to approve the motion.

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

Kathleen Burwell-Callero made a motion to approve the Teacher Induction Program and Policy.
Kelley Laliberte seconded the motion.
Jenell Sherman presented the Teacher Induction Program and Policy.
The board **VOTED** unanimously to approve the motion.

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

Lisa Jobe made a motion to approve the Employee Handbook 2021-2022 with the addition of the school logos.
Keri Dalebout seconded the motion.
Darcy Belleza presented the Employee Handbook 2021-2022.
The board **VOTED** unanimously to approve the motion.

IV. Academic Excellence

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

Keri Dalebout made a motion to approve the Application for Establishment of a California Cadet Corps.
Kathleen Burwell-Callero seconded the motion.
Jenell Sherman presented the Application for Establishment of a California Cadet Corps.
The board **VOTED** unanimously to approve the motion.

B. Local Control and Accountability Plan and Budget Overview for Parents (p. 151-211)

Darcy Belleza presented the Local Control and Accountability Plan and Budget Overview for Parents.

C. Vote to Open Public Hearing

Lisa Jobe made a motion to open Public Hearing at 10:24 PM.
Keri Dalebout seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Hearing for Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) (p. 212)

No public comments.

Emily Allen asked Darcy Belleza what the one part of the LCAP that would be most important in her opinion-
Darcy Belleza answered staff support of students in particular need i.e. math, college and career readiness.

E. Vote to Close Public Hearing

Kathleen Burwell-Callero made a motion to close the Public Hearing at 10:28 PM.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Governance

A. Discussion and Potential Action on Board Meeting Date Change for June 2021 and Calendar for the 2021-2022 School Year (p. 213-214)

Keri Dalebout made a motion to approve June board meeting date to June 14, 2021 at 6:30 PM, and 2021-2022 board meetings to take place on second Thursday of the month.
Kathleen Burwell-Callero seconded the motion.
Jenell Sherman proposed moving June board meeting date to June 14, 2021 at 6:30.

Also, would like to move board meeting dates to the second Thursday of the month to accommodate due dates to authorizer and holiday schedules.
The board **VOTED** unanimously to approve the motion.

B. Upcoming Compliance Items (p. 215-216)

Darcy Belleza presented upcoming compliance items.

C. Governing Board Vacancy

Darcy Belleza announced that 2 board members' terms are ending.

Katie Burwell is not returning.

Vacancy posting on school website, Facebook page, Sequoia Sunset, and Wednesday Weekly.

Submission deadline is June 4, 2021. Currently, no applicants.

VI. Closing Items

A. Board of Director's Comments & Requests

B. Announcement of Next Regular Scheduled Board Meeting

Emily Allen announced the Next Regular Scheduled Board Meeting on June 14, 2021 at 6:30 PM.

Keri Dalebout made a motion to move back into closed session at 10:48 PM.
Kathleen Burwell-Callero seconded the motion.
Keri Dalebout motioned to move out of closed session at 11:28 PM.
Kathleen Burwell- Callero seconded the motion.
The board voted unanimously to approve the motion.

No action was taken during closed session.
Jenell Sherman's Executive Director Evaluation is complete.
The board **VOTED** unanimously to approve the motion.

C. Adjourn Meeting

Lisa Jobe made a motion to adjourn the meeting at 11:30 PM.
Kelley Laliberte seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:30 PM.

Respectfully Submitted,
Emily Allen

Prepared by:
Katie Royer

Noted by:

_____
Board Secretary

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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 June 2021 ED Report.pdf

BACKGROUND:
Jenell Sherman presents the *Executive Director's Report.*

Executive Director's Report

June 2021

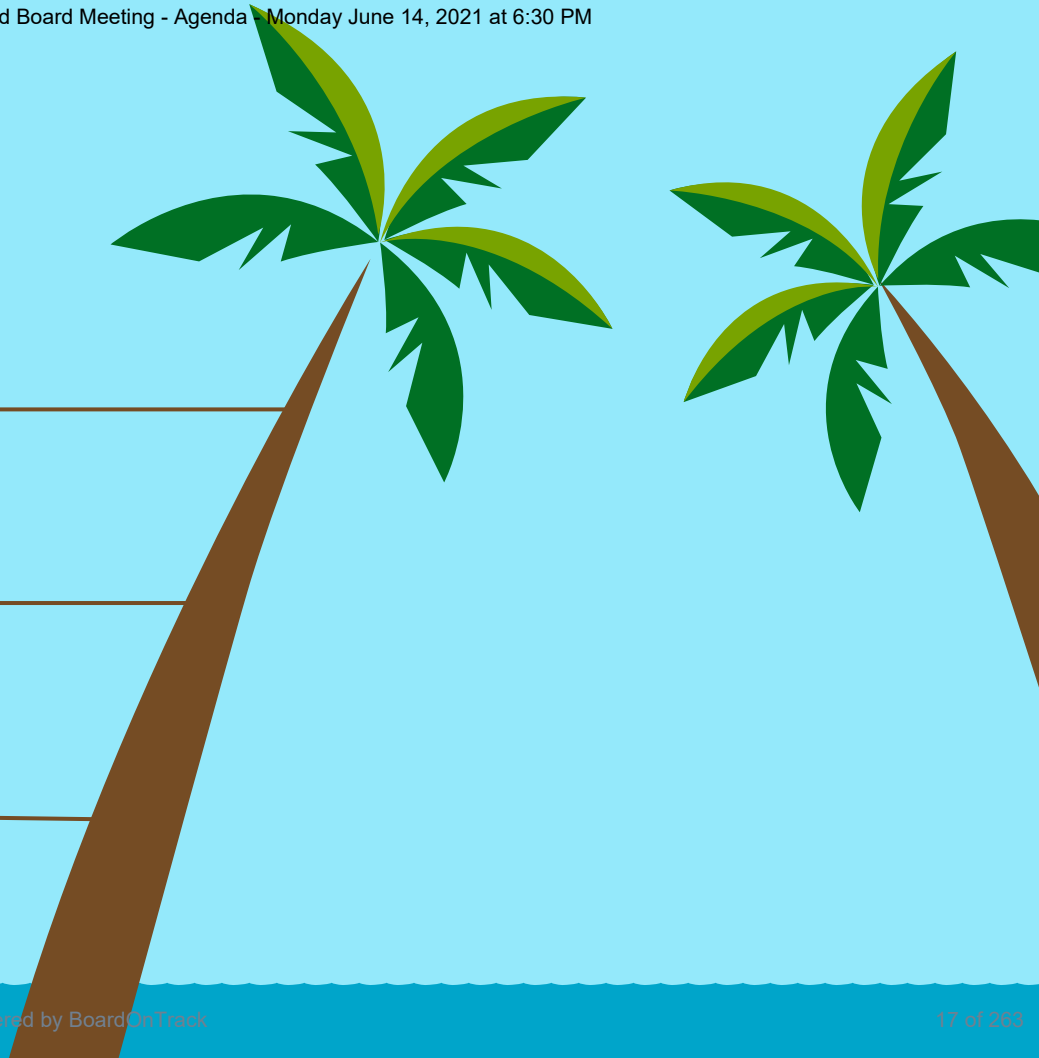
CLARKSVILLE
CHARTER SCHOOL

Agenda

Enrollment 01

Hiring 02

The Grove 03



CLARKSVILLE CHARTER SCHOOL

Enrollment Update

Current Enrollment

1435 Fully enrolled

\+ 1 All Documents Verified

=**1436 Total Enrolled (88%)**

Target Enrollment

1635 goal by August

In-Process or Waitlisted

234 Confirmations sent (In Reg. Process)

336 Waitlisted

HST Hiring Update

Returning Teachers: 56

New Hires: 11

Openings: 2



CLARKSVILLE
CHARTER SCHOOL



New in the Grove

With Bob McGuire &
Royce Gough

CLARKSVILLE
CHARTER SCHOOL

Sequoia Grove Charter Alliance

Launch Date

July 1st operations officially launch

Email Migration

All Staff received @sequoiagrove email address & google migration

Hiring

____ % of Hiring Complete

Board Openings

The CSO board has 2 openings which we hope to fill by late August

Tech

Technology orders underway -- Laptops already arriving

Questions?

Any questions or requests?


Congratulations!
Clarksville Charter School
Received a 6-Year
Charter Renewal
CLARKSVILLE
CHARTER SCHOOL



Accrediting Commission for Schools
Western Association of Schools and Colleges

COMMISSION MEMBERS

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Association of California School Administrators

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Hawaii Association of Independent Schools

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Western Catholic Educational Association

KEVIN BAKER, Ph.D.
East Asia Regional Council of Schools

GRANT BENNETT
Association of California School Administrators

DANNY BLAS
California Teachers Association

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Association of California School Administrators

SHANINE COATS
California Department of Education

MICHAEL COLLINS
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Western Catholic Educational Association

MITCHELL D'OLIER
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Association of Christian Schools International

TOBY ELMORE
California Association of Private School Organizations

JON FERNANDEZ
Pacific Islands

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

RODNEY LUKE
Hawaii State Department of Education

DIANNA MACDONALD
California Congress of Parents and Teachers, Inc. (PTA)

KAWENA MARTINEZ
Hawaii State Teachers Association

DEREK MINAKAMI
Hawaii Government Employees' Association

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

April 30, 2021

Jenell Sherman, Principal
Clarksville Charter School
4818 Golden Foothill Pkwy
El Dorado Hills, California 95762

Dear Jenell Sherman:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2021 Commission Meeting. The ACS WASC Commissioners have determined Clarksville Charter School (TK-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status with a Two-day Mid-cycle Visit, through June 30, 2027.

Clarksville Charter School is required to prepare an in-depth Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Clarksville Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Clarksville Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Gregory A. Franklin
Commission Chairperson


Thank you
For serving our school!

Coversheet

May Financials (p. 27-52)

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

BACKGROUND:
Darlington Ahaiwe presents the May Financials.

RECOMMENDATION:
Recommended for approval.

CHARTER IMPACT

Clarksville Charter School

Monthly Financial Presentation – May 2021

CLARKSVILLE - Highlights

- No material change in revenue projections.
- Year-end expense projections increased by $11k.
- Year-end surplus projected at $35k. (Prior month; $48k)
- Senate Bill-740 Requirements:

  · 40/80 Expense Ratio ✓

Cert.	Instr.
45.2%	80.9%
603,545	167,452

  · 25:1 Pupil-Teacher ratio ✓

Pupil:Teacher Ratio
19.63 :1

CLARKSVILLE - Revenue

- No material change in projected revenue. (less than $1,500)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 7,491,869	$ 7,249,419	$ 242,450	$ 10,560,139	$ 10,468,696	$ 91,443
Federal Revenue	72,938	112,938	(40,000)	210,758	137,820	72,938
Other State Revenue	869,943	744,910	125,033	1,204,007	985,879	218,128
Other Local Revenue	74,456	-	74,456	74,456	-	74,456
Total Revenue	**$ 8,509,206**	**$ 8,107,268**	**$ 401,938**	**$ 12,049,360**	**$ 11,592,395**	**$ 456,965**

CLARKSVILLE - Expenses

- **Professional Services:** Increased to projected Legal expense.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 4,423,528	$ 4,146,875	$ (276,653)	$ 4,808,191	$ 4,523,864	$ (284,327)
Classified Salaries	489,610	454,667	(34,944)	541,979	496,000	(45,979)
Benefits	1,481,095	1,435,583	(45,512)	1,611,334	1,564,754	(46,580)
Books and Supplies	1,436,240	1,181,001	(255,239)	1,822,105	1,333,685	(488,419)
Subagreement Services	1,458,224	1,851,180	392,956	1,588,888	2,061,927	473,039
Operations	177,886	50,417	(127,470)	193,613	55,000	(138,613)
Facilities	60,741	59,400	(1,341)	65,887	64,800	(1,087)
Professional Services	879,581	1,079,172	199,591	1,200,828	1,234,309	33,481
Depreciation	1,973	2,017	44	2,156	2,200	44
Interest	179,334	185,441	6,107	179,334	185,441	6,107
Total Expenses	**$ 10,588,213**	**$ 10,445,752**	**$ (142,461)**	**$ 12,014,315**	**$ 11,521,980**	**$ (492,335)**

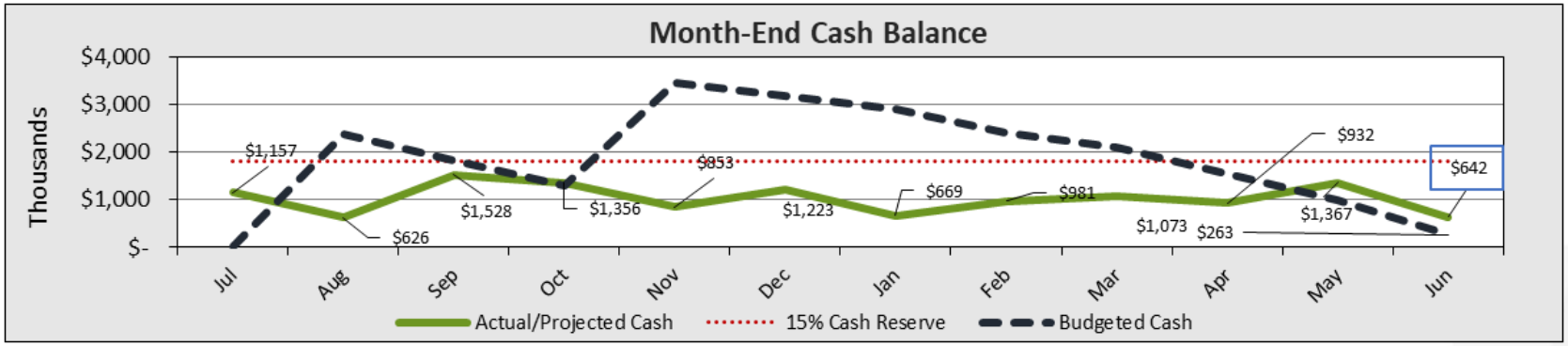
CLARKSVILLE - Fund Balance

- Year-end surplus projected at <1% of annual expense.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (2,079,006)**	**$ (2,338,483)**	**$ 259,477**	**$ 35,045**	**$ 70,414**	**$ (35,370)**
Beginning Fund Balance	288,347	288,347		288,347	288,347	
Ending Fund Balance	**$ (1,790,659)**	**$ (2,050,136)**		**$ 323,392**	**$ 358,761**	
As a % of Annual Expenses	*-14.9%*	*-17.8%*		*2.7%*	*3.1%*	

CLARKSVILLE - Cash Balance

- Positive cash levels projected with year-end cash balance at $642k.



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 6/8/2021

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	158,313	152,593	2,430,856	**7,744,154**	8,185,847	(441,694)
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)	(3,712)	-	-	**92,422**	-	92,422
8096 In Lieu of Property Taxes	-	125,305	250,611	167,074	167,074	-	334,148	167,074	426,882	213,441	213,441	213,441	213,442	**2,491,933**	2,051,218	440,715
	-	534,597	659,903	961,708	903,800	736,726	1,128,781	1,011,662	754,771	431,879	368,042	366,034	2,702,236	**10,560,139**	**10,468,696**	**91,443**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	27,564	110,256	**137,820**	137,820	-
8296 Other Federal Revenue	-	-	28,575	-	-	44,363	-	-	-	-	-	-	-	**72,938**	-	72,938
	-	-	28,575	-	-	44,363	-	-	-	-	-	27,564	110,256	**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	15,106	55,728	176,591	**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)	-	-	2,280	-	-	**145,036**	-	145,036
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	17,386	55,728	278,336	**1,204,007**	**985,879**	**218,128**
Other Local Revenue																
8631 Sale of Equipment and Supplies	-	-	-	-	-	-	-	50,000	-	-	-	-	-	**50,000**	-	50,000
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	8	-	-	**8**	-	8
8980 Contributions, Unrestricted	-	-	-	-	-	22,461	-	1,987	-	-	-	-	-	**24,448**	-	24,448
	-	-	-	-	-	22,461	-	51,987	-	-	8	-	-	**74,456**	**-**	**24,456**
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**	**385,436**	**449,326**	**3,090,828**	**12,049,360**	**11,592,395**	**406,965**
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	279,297	280,443	-	**3,398,166**	3,254,507	(143,659)
1175 Teachers' Extra Duty/Stipends	550	-	4,050	14,325	26,845	28,018	30,593	31,260	31,460	31,360	30,910	14,022	-	**243,392**	130,180	(113,212)
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	400,405	384,663	-	- **4,808,191**	**4,523,864**	**(284,327)**
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	20,558	20,558	-	**322,101**	361,000	38,899
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	13,321	13,936	-	**84,865**	50,000	(34,865)
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	51,754	52,369	-	- **541,979**	**496,000**	**(45,979)**
Benefits																
3101 STRS	59,840	60,075	62,855	62,704	62,352	64,337	64,399	63,029	62,676	62,459	62,340	62,340	-	**749,407**	832,391	82,984
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	3,116	3,434	-	**32,643**	30,752	(1,891)
3311 Medicare	5,972	6,008	6,321	6,347	6,226	6,378	6,356	6,320	6,365	6,337	6,355	6,146	-	**75,132**	72,788	(2,344)
3401 Health and Welfare	41,875	61,161	51,705	51,532	52,006	51,611	51,648	51,943	52,226	50,446	50,595	50,595	-	**617,343**	502,500	(114,843)
3501 State Unemployment	4,673	1,498	236	524	160	146	15,337	504	362	749	135	1,789	-	**26,112**	36,750	10,638
3601 Workers' Compensation	5,857	2,179	4,018	4,018	4,018	4,018	4,018	3,043	4,019	4,019	4,018	5,934	-	**49,159**	70,278	21,119
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	126,559	130,239	-	**1,611,334**	**1,564,754**	**(46,580)**
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	61,885	375,831	-	**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	4,420	9,200	-	**143,031**	110,400	(32,631)
4310 Office Expense	10,533	216	2,022	1,604	2,627	3,350	1,559	776	346	375	2,084	742	-	**26,233**	8,900	(17,333)
4311 Business Meals	-	-	79	199	183	-	-	92	65	-	85	75	-	**778**	900	122
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	17	-	**17**	200	183
4400 Noncapitalized Equipment	158	30,495	12,480	2,041	-	31,332	2,152	138	6,871	7,258	5,827	-	-	**98,752**	206,801	108,049
	51,692	170,589	169,169	84,338	77,932	152,440	105,631	128,606	213,613	207,928	74,301	385,865	-	**1,822,105**	**1,333,685**	**(488,419)**
Subagreement Services																
5102 Special Education	451	16,364	17,409	52,595	122,438	24,432	50,810	94,815	87,940	72,534	39,851	28,125	-	**607,765**	337,500	(270,265)
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	45,610	41,748	15,600	**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	59,645	45,191	-	**593,889**	586,865	(7,024)
	58,779	98,195	201,638	130,685	212,996	239,412	47,735	(14,239)	177,804	160,116	145,105	115,064	15,600	**1,588,888**	- **2,061,927**	**473,039**
Operations and Housekeeping																
5201 Auto and Travel	-	-	88	-	-	-	-	-	-	-	-	-	-	**88**	13,300	13,212
5300 Dues & Memberships	-	-	85	1,070	-	-	-	-	-	5,000	770	342	-	**7,267**	4,100	(3,167)
5400 Insurance	3,125	17,687	10,406	12,183	11,174	10,405	10,405	9,637	10,405	10,405	10,406	10,405	-	**126,643**	37,500	(89,143)
5501 Utilities	-	-	651	-	-	908	785	-	1,731	326	-	685	-	**5,085**	-	(5,085)
5502 Janitorial Services	-	-	-	1,688	750	750	750	750	750	750	750	750	-	**7,688**	-	(7,688)
5900 Communications	-	-	4,008	849	531	16,377	521	5,446	3,471	4,025	2,569	3,355	-	**41,152**	-	(41,152)
5901 Postage and Shipping	123	1,073	155	163	796	985	609	1,029	140	255	174	190	-	**5,691**	100	(5,591)
	3,248	18,760	15,393	15,953	13,251	29,424	13,071	16,861	16,497	20,761	14,668	15,727	-	**193,613**	**55,000**	**(138,613)**
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	1,147	1,386	-	**14,570**	-	(14,570)

Clarksville Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 6/8/2021

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.)
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	4,907	5,146	-	65,887	64,800	(1,087)
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	25,222	1,708	-	77,898	20,500	(57,398)
5804	Professional Development	-	-	180	274	-	3,365	4,045	-	34,440	1,074	11,430	242	-	55,049	2,900	(52,149)
5805	General Consulting	-	200	300	800	700	2,213	921	106	900	3,225	500	283	-	10,148	3,400	(6,748)
5806	Special Activities/Field Trips	-	96	-	1,204	1,133	14,776	42,124	12,635	-	6,969	18,609	9,553	-	107,098	168,877	61,778
5807	Bank Charges	560	980	464	739	752	836	768	567	711	871	575	200	-	8,022	2,300	(5,722)
5808	Printing	39	-	-	-	-	-	-	-	(39)	-	-	-	-	-	-	-
5809	Other taxes and fees	1,103	119	1,500	48	30	30	-	1,679	169	1,233	1,987	1,780	-	9,677	20,470	10,793
5810	Payroll Service Fee	974	1,700	336	1,252	1,870	979	672	1,682	998	1,713	2,731	783	-	15,690	9,656	(6,034)
5811	Management Fee	66,313	65,271	65,842	65,841	66,163	63,466	66,399	66,449	66,365	66,299	79,806	67,063	-	805,275	789,732	(15,543)
5812	District Oversight Fee	-	-	-	-	-	103,980	(311,941)	58,293	7,626	4,357	3,718	3,660	235,908	105,601	209,374	103,773
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	67	-	67	800	733
		68,989	83,924	69,085	74,670	82,863	192,933	(193,629)	143,051	118,429	94,688	144,577	85,340	235,908	1,200,828	1,234,309	33,481
Depreciation																	
6900	Depreciation Expense	179	4,538	4,538	(8,537)	179	179	179	179	179	179	179	183	-	2,156	2,200	44
		179	4,538	4,538	(8,537)	179	179	179	179	179	179	179	183	-	2,156	2,200	44
Interest																	
7438	Interest Expense	21,434	-	35,996	-	-	50,625	-	31,562	15,680	13,352	10,685	-	-	179,334	185,441	6,107
		21,434	-	35,996	-	-	50,625	-	31,562	15,680	13,352	10,685	-	-	179,334	185,441	6,107
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**	**973,140**	**1,174,595**	**251,508**	**12,014,315**	**11,521,980**	**(492,335)**
Monthly Surplus (Deficit)		**(665,014)**	**(378,412)**	**(351,009)**	**176,921**	**66,636**	**(358,356)**	**839,791**	**114,378**	**(312,208)**	**(624,030)**	**(587,704)**	**(725,269)**	**2,839,320**	**35,045**	**70,415**	**(85,370)**
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)	(587,704)	(725,269)	2,839,320	35,045		
Cash flows from operating activities																	
Depreciation/Amortization		179	4,538	4,538	(8,537)	179	179	179	179	179	179	179	183	-	2,156		
Public Funding Receivables		1,199,028	129,282	397	40,147		108,875	6,064	(50,409)	50,409	-	-	-	(3,090,828)	(1,607,035)		
Grants and Contributions Rec.		1,775,280	-	267,704	262,413	-	(5,881)	6,814	-	-	-	3,247	-	-	2,309,578		
Prepaid Expenses		(87,196)	14,424	(880)	(11,815)	14,424	(25)	-	-	-	-	14,273	-	-	(56,795)		
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)	(7,297)	-	251,508	67,302		
Accrued Expenses		121,304	70,452	(26,078)	25,668	(143,443)	118,360	(398,902)	49,681	(103,737)	10,714	100,493	-	-	(175,488)		
Deferred Revenue		-	-	44,363	-	-	16,597	(32,486)	-	(45,840)	-	365,819	-	-	348,453		
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	658,400		-	5,468,700		
Payments on Factoring		(834,300)	(348,700)	(307,700)	(553,900)	(564,100)	(626,200)	(626,200)	(626,200)	(64,953)	(100,625)	(112,700)		-	(4,765,578)		
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)	434,711	(725,086)				
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	1,366,836				
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**	**1,366,836**	**641,751**				

Cert.	Instr.
45.2%	80.9%
603,545	167,452

Pupil:Teacher Ratio
19.63 :1

Clarksville Charter School

Budget vs Actual

For the period ended May 31, 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	$ 158,313	$ 221,018	$ (62,705)	$ 5,160,705	$ 5,312,615	$ (151,910)	$ 8,185,847
Education Protection Account	-	-	-	173,692	173,723	(31)	231,630
State Aid - Prior Year	(3,712)	-	(3,712)	92,422	-	92,422	-
In Lieu of Property Taxes	213,441	144,068	69,373	2,065,050	1,763,082	301,968	2,051,218
Total State Aid - Revenue Limit	368,042	365,086	2,956	7,491,869	7,249,419	242,450	10,468,696
Federal Revenue							
Special Education - Entitlement	-	12,441	(12,441)	-	112,938	(112,938)	137,820
Other Federal Revenue	-	-	-	72,938	-	72,938	-
Total Federal Revenue	-	12,441	(12,441)	72,938	112,938	(40,000)	137,820
Other State Revenue							
State Special Education	15,106	62,726	(47,620)	462,571	569,438	(106,867)	694,890
Mandated Cost	-	-	-	26,151	26,198	(47)	26,198
State Lottery	-	-	-	128,727	114,955	13,772	230,472
Prior Year Revenue	2,280	-	2,280	145,036	-	145,036	-
Other State Revenue	-	-	-	107,458	34,320	73,138	34,320
Total Other State Revenue	17,386	62,726	(45,340)	869,943	744,910	125,033	985,879
Other Local Revenue							-
Sale of Equipment and Supplies	-	-	-	50,000	-	50,000	-
Interest Revenue	8	-	8	8	-	8	-
Contributions, Unrestricted	-	-	-	24,448	-	24,448	-
Total Other Local Revenue	8	-	8	74,456	-	74,456	-
Total Revenues	**$ 385,436**	**$ 440,253**	**$ (54,817)**	**$ 8,509,206**	**$ 8,107,268**	**$ 401,938**	**$ 11,592,395**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 279,297	$ 271,209	$ (8,089)	$ 3,117,723	$ 2,983,299	$ (134,425)	$ 3,254,508
Teachers' Extra Duty/Stipends	30,910	10,848	(20,062)	229,370	119,332	(110,038)	130,180
Pupil Support Salaries	15,631	13,674	(1,957)	170,617	150,414	(20,203)	164,088
Administrators' Salaries	59,592	65,500	5,908	738,564	720,500	(18,064)	786,000
Other Certificated Salaries	14,975	15,757	782	167,254	173,331	6,077	189,088
Total Certificated Salaries	400,405	376,989	(23,417)	4,423,528	4,146,875	(276,653)	4,523,864
Classified Salaries							
Support Salaries	20,558	30,083	9,525	301,542	330,917	29,375	361,000
Clerical and Office Staff Salaries	13,321	4,167	(9,154)	70,928	45,833	(25,095)	50,000
Other Classified Salaries	17,874	7,083	(10,791)	117,140	77,917	(39,224)	85,000
Total Classified Salaries	51,754	41,333	(10,420)	489,610	454,667	(34,944)	496,000
Benefits							
State Teachers' Retirement System, certificated positions	62,340	69,366	7,026	687,067	763,025	75,958	832,391
Public Employees' Retirement System, classified positions	-	1,608	1,608	-	17,687	17,687	19,295
OASDI/Medicare/Alternative, certificated positions	3,116	2,563	(553)	29,209	28,189	(1,019)	30,752
Medicare/Alternative, certificated positions	6,355	6,066	(289)	68,986	66,722	(2,264)	72,788
Health and Welfare Benefits, certificated positions	50,595	41,875	(8,720)	566,748	460,625	(106,123)	502,500
State Unemployment Insurance, certificated positions	135	1,838	1,702	24,324	34,913	10,589	36,750
Workers' Compensation Insurance, certificated positions	4,018	5,857	1,839	43,225	64,422	21,197	70,278
Other Benefits, certificated positions	-	-	-	61,537	-	(61,537)	-
Total Benefits	126,559	129,171	2,613	1,481,095	1,435,583	(45,512)	1,564,754
Books & Supplies							
School Supplies	61,885	170,881	108,996	1,177,463	888,148	(289,316)	1,006,484
Software	4,420	9,200	4,780	133,831	101,200	(32,631)	110,400
Office Expense	2,084	742	(1,342)	25,491	8,158	(17,333)	8,900
Business Meals	85	75	(10)	703	825	122	900
School Fundraising Expense	-	17	17	-	183	183	200
Noncapitalized Equipment	5,827	35,111	29,284	98,752	182,487	83,735	206,801
Total Books & Supplies	74,301	216,026	141,724	1,436,240	1,181,001	(255,239)	1,333,685
Subagreement Services							
Special Education	39,851	28,125	(11,726)	579,640	309,375	(270,265)	337,500
Security	-	75	75	-	825	825	900
Other Educational Consultants	45,610	192,983	147,374	329,886	1,003,020	673,134	1,136,662
Instructional Services	59,645	48,905	(10,739)	548,698	537,960	(10,739)	586,865
Total Subagreement Services	145,105	270,089	124,984	1,458,224	1,851,180	392,956	2,061,927

Clarksville Charter School

Budget vs Actual

For the period ended May 31, 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	12,192	12,104	13,300
Dues & Memberships	770	342	(428)	6,925	3,758	(3,167)	4,100
Insurance	10,406	3,125	(7,281)	116,238	34,375	(81,863)	37,500
Utilities	-	-	-	4,400	-	(4,400)	-
Janitorial Services	750	-	(750)	6,938	-	(6,938)	-
Communications	2,569	-	(2,569)	37,798	-	(37,798)	-
Postage and Shipping	174	8	(166)	5,501	92	(5,410)	100
Total Operations & Housekeeping	14,668	4,583	(10,085)	177,886	50,417	(127,470)	55,000
Facilities, Repairs & Other Leases							
Rent	3,760	5,000	1,240	46,716	55,000	8,284	60,000
Additional Rent	1,147	-	(1,147)	13,185	-	(13,185)	-
Equipment Leases	-	42	42	-	458	458	500
Other Leases	-	358	358	-	3,942	3,942	4,300
Repairs and Maintenance	-	-	-	840	-	(840)	-
Total Facilities, Repairs & Other Leases	4,907	5,400	493	60,741	59,400	(1,341)	64,800
Professional/Consulting Services							
Audit & Taxes	-	-	-	6,300	6,300	-	6,300
Legal	25,222	1,708	(23,514)	76,190	18,792	(57,398)	20,500
Professional Development	11,430	242	(11,188)	54,808	2,658	(52,149)	2,900
General Consulting	500	283	(217)	9,865	3,117	(6,748)	3,400
Special Activities/Field Trips	18,609	28,672	10,063	97,545	149,021	51,476	168,877
Bank Charges	575	200	(375)	7,822	2,100	(5,722)	2,300
Printing	-	-	-	-	-	-	-
Other Taxes and Fees	1,987	1,780	(207)	7,897	18,690	10,793	20,470
Payroll Service Fee	2,731	805	(1,926)	14,907	8,852	(6,056)	9,656
Management Fee	79,806	65,811	(13,995)	738,212	723,921	(14,292)	789,732
District Oversight Fee	3,718	7,302	3,584	(133,967)	144,988	278,955	209,374
Public Relations/Recruitment	-	67	67	-	733	733	800
Total Professional/Consulting Services	144,577	106,869	(37,708)	879,581	1,079,172	199,591	1,234,309
Depreciation							
Depreciation Expense	179	183	4	1,973	2,017	44	2,200
Total Depreciation	179	183	4	1,973	2,017	44	2,200
Interest							
Interest Expense	10,685	10,469	(216)	179,334	185,441	6,107	185,441
Total Interest	10,685	10,469	(216)	179,334	185,441	6,107	185,441
Total Expenses	**$ 973,140**	**$ 1,161,112**	**$ 187,972**	**$ 10,588,213**	**$ 10,445,752**	**$ (142,461)**	**$ 11,521,980**
Change in Net Assets	**(587,704)**	**(720,859)**	**133,155**	**(2,079,006)**	**(2,338,484)**	**259,477**	**70,414**
Net Assets, Beginning of Period	(1,202,955)			288,347			
Net Assets, End of Period	**$ (1,790,659)**			**$ (1,790,659)**			

Clarksville Charter School

Statement of Financial Position

May 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 1,366,836	$ 889,812	$ 477,025	54%
Accounts Receivable	4,671	539,849	(535,178)	-99%
Public Funding Receivables	7,043	1,490,836	(1,483,793)	-100%
Factored Receivables	(3,311,822)	(834,300)	(2,477,522)	297%
Due To/From Related Parties	780,413	780,413	-	0%
Prepaid Expenses	183,154	126,359	56,795	45%
Total Current Assets	**(969,704)**	**2,992,970**	**(3,962,674)**	**-132%**
Long-Term Assets				
Property & Equipment, Net	9,906	11,879	(1,973)	-17%
Deposits	105,500	5,500	100,000	1818%
Total Long Term Assets	**115,406**	**17,379**	**98,027**	**564%**
Total Assets	**$ (854,298)**	**$ 3,010,350**	**$ (3,864,647)**	**-128%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 179,518	$ 363,724	$ (184,206)	-51%
Accrued Liabilities	391,025	566,512	(175,488)	-31%
Deferred Revenue	365,819	1,791,766	(1,425,947)	-80%
Total Current Liabilities	**936,362**	**2,722,003**	**(1,785,641)**	**-66%**
Total Liabilities	**936,362**	**2,722,003**	**(1,785,641)**	**-66%**
Total Net Assets	**(1,790,659)**	**288,347**	**(2,079,006)**	**-721%**
Total Liabilities and Net Assets	**$ (854,298)**	**$ 3,010,350**	**$ (3,864,647)**	**-128%**

Clarksville Charter School

Statement of Cash Flows

For the period ended May 31, 2021

	Month Ended 05/31/21	YTD Ended 05/31/21
Cash Flows from Operating Activities		
Change in Net Assets	$ (587,704)	$ (2,079,006)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	179	1,973
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	1,483,793
Grants, Contributions & Pledges Receivable	548,947	3,012,700
Prepaid Expenses	14,273	(56,795)
Other Assets	-	(100,000)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(7,297)	(184,206)
Accrued Expenses	100,493	(175,488)
Deferred Revenue	365,819	(1,425,947)
Total Cash Flows from Operating Activities	**434,711**	**477,025**
Change in Cash & Cash Equivalents	434,711	477,025
Cash & Cash Equivalents, Beginning of Period	932,125	889,812
Cash and Cash Equivalents, End of Period	**$ 1,366,836**	**$ 1,366,836**

Clarksville Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
11316	Boutwell Fay	5/21/2021	VOID
11557	Foothill Taekwondo	5/21/2021	VOID
11575	MEL Science U.S., LLC	5/21/2021	VOID
12178	8x8, INC.	5/5/2021	$ 193.28
12179	Activities for Learning, Inc.	5/5/2021	326.35
12180	All Star Gymnastics	5/5/2021	827.00
12181	American River Speech Therapy	5/5/2021	300.00
12182	Ashlee Ashba	5/5/2021	400.00
12183	Bitsbox	5/5/2021	173.70
12184	Bob Sweat M.Ed.MAT, Tutoring	5/5/2021	100.00
12185	Brett Place	5/5/2021	960.00
12186	Charter Impact, Inc.	5/5/2021	20,826.00
12187	Chris Langton Music	5/5/2021	320.00
12188	Communication Tools	5/5/2021	300.00
12189	Diana Haynie	5/5/2021	320.00
12190	eat2explore	5/5/2021	86.25
12191	First Choice Tutoring	5/5/2021	779.75
12192	Foothill Taekwondo	5/5/2021	327.00
12193	Gina Burdick	5/5/2021	1,300.00
12194	Heather Williams	5/5/2021	140.00
12195	Home Science Tools	5/5/2021	224.40
12196	Institute for Excellence in Writing	5/5/2021	675.29
12197	It Takes The Village	5/5/2021	390.00
12198	Janelle Blocher	5/5/2021	146.00
12199	Kaizen Martial Arts Academy	5/5/2021	240.00
12200	Katie Burns	5/5/2021	10,032.00
12201	Kelly BJJ	5/5/2021	294.00
12202	KiwiCo, Inc.	5/5/2021	1,513.46
12203	Leads to Learning Academic Services	5/5/2021	140.00
12204	Little Passports	5/5/2021	1,163.79
12205	Math-U-See Inc	5/5/2021	119.00
12206	Natomas Music Square	5/5/2021	120.00
12207	NCDC	5/5/2021	1,700.00
12208	New Man's Karate	5/5/2021	5,836.50
12209	Nicole Thomas	5/5/2021	49.00
12210	Outside the Box Creation	5/5/2021	416.55
12211	Provenance	5/5/2021	186,336.66
12212	R&D Educational Systems Inc.	5/5/2021	927.00
12213	VOID	VOID	VOID
12214	Rainbow Resource Center	5/5/2021	4,479.11
12215	Rhonda Asbenson	5/5/2021	450.00
12216	Rocklin Music Academy	5/5/2021	390.00
12217	School Pathways, LLC	5/5/2021	4,409.84
12218	Sean Bianco	5/5/2021	260.00
12219	Singapore Math Inc.	5/5/2021	63.08
12220	Six Bar Ranch	5/5/2021	500.00
12221	Summit Martial Arts and Leadership Academy	5/5/2021	298.00
12222	Teaching Textbooks	5/5/2021	404.80
12223	The Lampo Group, LLC	5/5/2021	32.16
12224	Therapeutic Language Clinic, Inc.	5/5/2021	1,210.00
12225	Think Outside, LLC	5/5/2021	153.80
12226	Time4Learning.com	5/5/2021	179.65
12227	Virtuoso Learning LLC	5/5/2021	1,650.00
12228	Voice Academy	5/5/2021	160.00
12229	Wilkinson Hadley King & Co. LLP	5/5/2021	1,800.00
12230	Y Corporation dba Mathnasium	5/5/2021	260.00

Clarksville Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
12231	Yuko Ray	5/5/2021	102.00
12232	Solano County Office of Education	5/12/2021	92.86
12233	Ballet Rejoice School For The Arts	5/13/2021	228.00
12234	Brenda Layher	5/13/2021	21.00
12235	CONFIDENTIAL	5/13/2021	17.00
12236	Carrie Liebrich	5/13/2021	21.00
12237	E-Therapy LLC	5/13/2021	984.75
12238	Emily Allen	5/13/2021	100.00
12239	Equine Unlimited, Inc.	5/13/2021	360.00
12240	Forever Dance Lake Tahoe	5/13/2021	1,604.00
12241	Growing Healthy Children Therapy Services, Inc.	5/13/2021	14,767.64
12242	It Takes The Village	5/13/2021	1,300.00
12243	CONFIDENTIAL	5/13/2021	21.00
12244	Jostens Inc	5/13/2021	66.21
12245	Juliet Baker	5/13/2021	90.00
12246	Katie Burwell	5/13/2021	100.00
12247	Katie Royer	5/13/2021	27.00
12248	CONFIDENTIAL	5/13/2021	21.00
12249	Keri Dalebout	5/13/2021	100.00
12250	Kimberly Malta	5/13/2021	383.33
12251	Kimberly Mordecai	5/13/2021	720.00
12252	CONFIDENTIAL	5/13/2021	75.00
12253	Lisa Jobe	5/13/2021	100.00
12254	CONFIDENTIAL	5/13/2021	20.00
12255	McColgan & Associates Inc.	5/13/2021	9,545.00
12256	CONFIDENTIAL	5/13/2021	25.00
12257	CONFIDENTIAL	5/13/2021	20.00
12258	Monarch River Academy	5/13/2021	3,323.87
12259	CONFIDENTIAL	5/13/2021	21.00
12260	NewSongs Music	5/13/2021	288.00
12261	PG&E	5/13/2021	325.57
12262	PresenceLearning, Inc.	5/13/2021	7,154.65
12263	Procopio, Cory, Hargreaves & Savich LLP	5/13/2021	1,859.67
12264	Provenance	5/13/2021	3,927.67
12265	Riverside Insights	5/13/2021	4,622.04
12266	Rowboat Group LLC	5/13/2021	550.00
12267	Sabado School Of Music Inc.	5/13/2021	1,635.00
12268	Specialized Therapy Services, Inc	5/13/2021	1,227.50
12269	Stevey Couvrette	5/13/2021	1,040.00
12270	Tahoe Institute for Natural Science	5/13/2021	100.00
12271	CONFIDENTIAL	5/13/2021	21.00
12272	CONFIDENTIAL	5/13/2021	21.00
12273	Winship Community School	5/13/2021	3,148.96
12274	FJM Palms Associates, LLC	5/19/2021	5,057.40
12275	James Daniel MacKinnon	5/19/2021	750.00
12276	A Brighter Child	5/19/2021	1,391.70
12277	All About Learning Press, Inc.	5/19/2021	159.90
12278	BeeLoved Farm	5/19/2021	850.00
12279	BookShark	5/19/2021	1,029.64
12280	Bright Thinker	5/19/2021	497.96
12281	California Ballet Conservatory	5/19/2021	170.00
12282	Celia Frazer	5/19/2021	191.00
12283	Charter Impact, Inc.	5/19/2021	1,549.38
12284	Chiung-Hwa Bryce	5/19/2021	600.00
12285	CONFIDENTIAL	5/19/2021	21.00
12286	DNA Dance Collective	5/19/2021	700.00
12287	E-Therapy LLC	5/19/2021	1,003.25

Clarksville Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
12288	eat2explore	5/19/2021	86.25
12289	Educational Development Corporation	5/19/2021	243.87
12290	EFSAC	5/19/2021	702.40
12291	Elena Nosov	5/19/2021	210.00
12292	Emily Allen	5/19/2021	100.00
12293	Equine Unlimited, Inc.	5/19/2021	6,700.00
12294	Global Teletherapy	5/19/2021	26,048.00
12295	Griffin Tutoring	5/19/2021	630.00
12296	Haynes Family of Programs	5/19/2021	2,192.50
12297	Hear Say Speech & Language Services	5/19/2021	451.25
12298	Heather Williams	5/19/2021	140.00
12299	History Unboxed LLC	5/19/2021	675.00
12300	Home Science Tools	5/19/2021	402.34
12301	JacKris Publishing, LLC	5/19/2021	20.99
12302	JCC Chabad of Roseville	5/19/2021	337.95
12303	Katie Burwell	5/19/2021	100.00
12304	Kelly Laliberte	5/19/2021	100.00
12305	Keri Dalebout	5/19/2021	100.00
12306	KiwiCo, Inc.	5/19/2021	2,278.83
12307	Learning A-Z	5/19/2021	334.00
12308	Leighton Dance Project, Inc.	5/19/2021	210.00
12309	Letme Technologies	5/19/2021	330.00
12310	CONFIDENTIAL	5/19/2021	18.28
12311	Little Passports	5/19/2021	166.99
12312	Lotus Educational Services, Inc.	5/19/2021	503.13
12313	Mary Frederick	5/19/2021	555.00
12314	Math-U-See Inc	5/19/2021	299.00
12315	Momni Cafe	5/19/2021	100.00
12316	CONFIDENTIAL	5/19/2021	21.00
12317	Nancy Barcal	5/19/2021	770.00
12318	Natomas Music Square	5/19/2021	VOID
12319	Nessy Learning LLC	5/19/2021	155.00
12320	NewSongs Music	5/19/2021	144.00
12321	Northern California Children's Chorus	5/19/2021	254.45
12322	Provenance	5/19/2021	15,037.57
12323	Rainbow Resource Center	5/19/2021	1,150.44
12324	Robert Heiser	5/19/2021	1,284.39
12325	School of Rock Elk Grove & Roseville	5/19/2021	99.00
12326	Sea Otter Swim Lessons	5/19/2021	988.30
12327	Silicon Valley High School Inc	5/19/2021	665.00
12328	Singapore Math Live LLC	5/19/2021	80.00
12329	Specialized Therapy Services, Inc	5/19/2021	1,312.50
12330	StaffRehab LLC	5/19/2021	108.75
12331	Teaching Textbooks	5/19/2021	55.45
12332	The Cottonwood School	5/19/2021	52.49
12333	The Critical Thinking Co.	5/19/2021	60.47
12334	Think Outside, LLC	5/19/2021	153.80
12335	Timberdoodle.com	5/19/2021	95.98
12336	Time4Writing.com	5/19/2021	144.00
12337	Trigger Memory Co	5/19/2021	48.90
12338	Villanueva, Tonia	5/19/2021	17.00
12339	Boutwell Fay	5/21/2021	663.29
12340	Foothill Taekwondo	5/21/2021	327.00
12341	MEL Science U.S., LLC	5/21/2021	397.90
12342	4EEE	5/26/2021	800.00
12343	A Brighter Child	5/26/2021	404.84
12344	Alecia Rohde	5/26/2021	525.00

Clarksville Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
12345	All About Learning Press, Inc.	5/26/2021	550.40
12346	Barbara Lee Sheddan	5/26/2021	170.00
12347	Beautiful Feet Books, Inc.	5/26/2021	583.38
12348	Ben Gladstone	5/26/2021	2,700.00
12349	BookShark	5/26/2021	406.48
12350	CB Music	5/26/2021	812.00
12351	Charter Impact, Inc.	5/26/2021	1,691.45
12352	Clemencia Massa	5/26/2021	800.00
12353	Department of Justice	5/26/2021	1,948.00
12354	Elisse Tweet	5/26/2021	100.00
12355	Equine Unlimited, Inc.	5/26/2021	2,585.00
12356	Eureka! Education by Cynthia	5/26/2021	132.00
12357	First Choice Tutoring	5/26/2021	327.00
12358	Forever Dance Lake Tahoe	5/26/2021	430.00
12359	Hawkins School of Performing Arts	5/26/2021	180.00
12360	Heavenly Oaks Farm	5/26/2021	600.00
12361	History Unboxed LLC	5/26/2021	313.22
12362	Institute for Excellence in Writing	5/26/2021	169.85
12363	IntelliBricks	5/26/2021	180.00
12364	Jostens Inc	5/26/2021	55.65
12365	K3 Syncopation, LLC (Bach To Rock, Rocklin)	5/26/2021	228.00
12366	Karina Sheremet	5/26/2021	770.00
12367	Kimberly Malta	5/26/2021	466.67
12368	Kimberly Mordecai	5/26/2021	240.00
12369	Kline Music	5/26/2021	210.00
12370	Law Offices of Jennifer McQuarrie	5/26/2021	473.00
12371	Lisa Bond-Torgerson	5/26/2021	2,082.00
12372	Logic of English	5/26/2021	103.64
12373	Michelle Jones	5/26/2021	130.00
12374	Moving Beyond the Page	5/26/2021	746.13
12375	NASSP	5/26/2021	770.00
12376	Olha Shevchyk	5/26/2021	670.00
12377	Pacific Institute of Music, LLC	5/26/2021	325.00
12378	Provenance	5/26/2021	120.70
12379	Rainbow Resource Center	5/26/2021	209.91
12380	Rockly Harris	5/26/2021	1,300.00
12381	Sacramento Youth Symphony	5/26/2021	586.26
12382	San Diego State University Foundation	5/26/2021	11,430.00
12383	Scott J. Budnik	5/26/2021	65.00
12384	StaffRehab LLC	5/26/2021	174.00
12385	Teacher Synergy, LLC	5/26/2021	29.98
12386	Teaching Textbooks	5/26/2021	43.08
12387	The Critical Thinking Co.	5/26/2021	212.82
12388	The Lampo Group, LLC	5/26/2021	35.55
12389	The Music Store	5/26/2021	280.00
12390	The Serendipity Center For Leadership and Learning	5/26/2021	910.00
12391	Total Education Solutions, dba TES Therapy	5/26/2021	1,182.50
12392	Vanessa Shaw	5/26/2021	345.00
12393	Verizon Wireless	5/26/2021	2,237.37
12394	Voice Academy	5/26/2021	160.00
12395	Ways That Work	5/26/2021	1,620.00
12396	Wendy Stephens	5/26/2021	2,484.25
12397	Winship Community School	5/26/2021	3,038.28
12398	Wonder Crate	5/26/2021	179.80
12399	Writing With Kris	5/26/2021	730.00
12400	Yuko Ray	5/26/2021	102.00
12401	Natomas Music Square	5/26/2021	480.00

Clarksville Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount

Total Disbursements in May $ 448,610.04

Clarksville Charter School

Accounts Payable Aging

May 31, 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	SP21-004	4/30/2021	5/30/2021	$ 1,270.00	$ -	$ -	$ -	$ -	$ 1,270.00
A Brighter Child	56805	4/28/2021	5/28/2021	220.00	-	-	-	-	220.00
A Brighter Child	56960	4/28/2021	5/28/2021	194.00	-	-	-	-	194.00
A Brighter Child	57410	5/7/2021	6/6/2021	85.11	-	-	-	-	85.11
Activities for Learning, Inc.	383034	5/10/2021	6/9/2021	99.83	-	-	-	-	99.83
Activities for Learning, Inc.	383035	5/10/2021	6/9/2021	23.93	-	-	-	-	23.93
Activities for Learning, Inc.	383036	5/10/2021	6/9/2021	123.48	-	-	-	-	123.48
Alina Ilchuk	12 -2021	5/11/2021	6/10/2021	621.00	-	-	-	-	621.00
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 About Learning Press, Inc.	906712	5/6/2021	7/5/2021	204.70	-	-	-	-	204.70
All About Learning Press, Inc.	906726	5/10/2021	7/9/2021	52.90	-	-	-	-	52.90
All About Learning Press, Inc.	906736	5/11/2021	7/10/2021	88.75	-	-	-	-	88.75
All About Learning Press, Inc.	906742	5/11/2021	7/10/2021	27.90	-	-	-	-	27.90
All About Learning Press, Inc.	906744	5/11/2021	7/10/2021	67.75	-	-	-	-	67.75
All About Learning Press, Inc.	906752	5/11/2021	7/10/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906755	5/11/2021	7/10/2021	131.80	-	-	-	-	131.80
All Star Gymnastics	416	5/1/2021	5/31/2021	2,274.70	-	-	-	-	2,274.70
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	12032496	5/3/2021	6/2/2021	325.00	-	-	-	-	325.00
Bitsbox	3901	5/14/2021	6/13/2021	299.95	-	-	-	-	299.95
Bitsbox	3902	5/14/2021	6/13/2021	56.85	-	-	-	-	56.85
Blue Granite Climbing Gym, Inc.	2021-05	5/22/2021	6/21/2021	1,600.00	-	-	-	-	1,600.00
Brenda Williams	CLS20211	5/4/2021	6/3/2021	5,745.00	-	-	-	-	5,745.00
Brenda Williams	CLS20212	5/12/2021	6/11/2021	185.00	-	-	-	-	185.00
Britton Parsons	26	5/7/2021	6/6/2021	1,560.00	-	-	-	-	1,560.00
Broadstone Sports Club	24	5/3/2021	6/2/2021	750.00	-	-	-	-	750.00
CB Music	17011	5/18/2021	6/17/2021	406.00	-	-	-	-	406.00
Celia Frazer	224	5/1/2021	5/31/2021	141.00	-	-	-	-	141.00
Chris Langton Music	4	5/10/2021	6/9/2021	320.00	-	-	-	-	320.00
Cold Springs Golf & CC	2021-423398	5/14/2021	6/13/2021	330.00	-	-	-	-	330.00
Cold Springs Golf & CC	2021-423399	5/14/2021	6/13/2021	330.00	-	-	-	-	330.00
Crocker House Creative Arts	05052021	5/5/2021	6/4/2021	1,260.00	-	-	-	-	1,260.00
Day by Day Spanish	30011	5/3/2021	6/2/2021	480.00	-	-	-	-	480.00
Debra K. Heiden	YFT-CLA-2021-1000	5/17/2021	6/16/2021	900.00	-	-	-	-	900.00
Diana Haynie	38	4/30/2021	5/30/2021	320.00	-	-	-	-	320.00
Discount School Supply	P40378910102	5/12/2021	6/11/2021	445.06	-	-	-	-	445.06
Donna Dexter	105	5/10/2021	6/9/2021	700.00	-	-	-	-	700.00
E-Therapy LLC	18938	4/30/2021	5/30/2021	1,320.25	-	-	-	-	1,320.25
E-Therapy LLC	19221	5/15/2021	6/14/2021	1,133.25	-	-	-	-	1,133.25

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eat2explore	101006	5/5/2021	6/4/2021	86.25	-	-	-	-	86.25
eat2explore	101007	5/5/2021	6/4/2021	104.80	-	-	-	-	104.80
eat2explore	101009	5/5/2021	6/4/2021	104.80	-	-	-	-	104.80
eat2explore	101010	5/5/2021	6/4/2021	104.80	-	-	-	-	104.80
eat2explore	101011	5/5/2021	6/4/2021	84.85	-	-	-	-	84.85
eat2explore	101038	5/16/2021	6/15/2021	86.25	-	-	-	-	86.25
eat2explore	101039	5/17/2021	6/16/2021	86.25	-	-	-	-	86.25
Educational Development Corporation	DIR9310990	4/30/2021	5/30/2021	79.84	-	-	-	-	79.84
Educational Development Corporation	DIR9332368	5/5/2021	6/4/2021	60.78	-	-	-	-	60.78
Educational Development Corporation	DIR9332369	5/5/2021	6/4/2021	95.90	-	-	-	-	95.90
Educational Development Corporation	DIR9332371	5/5/2021	6/4/2021	107.10	-	-	-	-	107.10
Educational Development Corporation	DIR9342275	5/6/2021	6/5/2021	9.99	-	-	-	-	9.99
Elemental Science	IN-3197	5/7/2021	6/6/2021	128.99	-	-	-	-	128.99
Equine Unlimited, Inc.	0119	4/27/2021	5/28/2021	400.00	-	-	-	-	400.00
Equine Unlimited, Inc.	0121	4/28/2021	5/28/2021	500.00	-	-	-	-	500.00
Equine Unlimited, Inc.	0122	4/28/2021	5/28/2021	715.00	-	-	-	-	715.00
Equine Unlimited, Inc.	0123	4/28/2021	5/28/2021	400.00	-	-	-	-	400.00
Equine Unlimited, Inc.	0125	4/29/2021	5/28/2021	40.00	-	-	-	-	40.00
Equine Unlimited, Inc.	0126	4/29/2021	5/28/2021	325.00	-	-	-	-	325.00
Equine Unlimited, Inc.	0127	4/29/2021	5/28/2021	325.00	-	-	-	-	325.00
Equine Unlimited, Inc.	0128	4/29/2021	5/28/2021	325.00	-	-	-	-	325.00
Equine Unlimited, Inc.	0129	4/29/2021	5/28/2021	260.00	-	-	-	-	260.00
Equine Unlimited, Inc.	0130	4/29/2021	5/28/2021	555.00	-	-	-	-	555.00
Equine Unlimited, Inc.	0131	4/29/2021	5/28/2021	555.00	-	-	-	-	555.00
Equine Unlimited, Inc.	0132	4/29/2021	5/28/2021	555.00	-	-	-	-	555.00
Equine Unlimited, Inc.	0133	4/29/2021	5/28/2021	240.00	-	-	-	-	240.00
Equine Unlimited, Inc.	0134	4/29/2021	5/28/2021	240.00	-	-	-	-	240.00
Equine Unlimited, Inc.	0135	4/29/2021	5/28/2021	195.00	-	-	-	-	195.00
Equine Unlimited, Inc.	0140	4/29/2021	5/28/2021	500.00	-	-	-	-	500.00
Equine Unlimited, Inc.	0143	5/3/2021	6/3/2021	250.00	-	-	-	-	250.00
Equine Unlimited, Inc.	0144	5/3/2021	6/3/2021	250.00	-	-	-	-	250.00
Equine Unlimited, Inc.	0145	5/7/2021	6/3/2021	325.00	-	-	-	-	325.00
Equine Unlimited, Inc.	0146	5/3/2021	6/3/2021	250.00	-	-	-	-	250.00
Equine Unlimited, Inc.	0147	5/3/2021	6/2/2021	400.00	-	-	-	-	400.00
Equine Unlimited, Inc.	0148	5/3/2021	6/3/2021	300.00	-	-	-	-	300.00
Equine Unlimited, Inc.	0149	5/3/2021	6/3/2021	300.00	-	-	-	-	300.00
Equine Unlimited, Inc.	0152	5/3/2021	6/3/2021	336.00	-	-	-	-	336.00
Equine Unlimited, Inc.	0153	5/3/2021	6/3/2021	365.00	-	-	-	-	365.00
Equine Unlimited, Inc.	0154	5/5/2021	6/4/2021	75.00	-	-	-	-	75.00
Equine Unlimited, Inc.	0157	5/5/2021	6/4/2021	50.00	-	-	-	-	50.00
Equine Unlimited, Inc.	0158	5/5/2021	6/4/2021	450.00	-	-	-	-	450.00
Equine Unlimited, Inc.	0159	5/5/2021	6/4/2021	450.00	-	-	-	-	450.00
Equine Unlimited, Inc.	0160	5/5/2021	6/4/2021	49.35	-	-	-	-	49.35
Equine Unlimited, Inc.	0161	5/5/2021	6/4/2021	50.00	-	-	-	-	50.00
Equine Unlimited, Inc.	0162	5/5/2021	6/4/2021	95.00	-	-	-	-	95.00
Equine Unlimited, Inc.	0163	5/10/2021	6/9/2021	90.00	-	-	-	-	90.00
Esther Judson	05072021KZ	5/7/2021	6/6/2021	540.00	-	-	-	-	540.00

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Eureka! Education by Cynthia	4302021	4/30/2021	5/30/2021	240.00	-	-	-	-	240.00
Evan-Moor	INV314184	5/14/2021	6/13/2021	99.99	-	-	-	-	99.99
First Choice Tutoring	521	4/28/2021	5/28/2021	147.00	-	-	-	-	147.00
First Choice Tutoring	522	5/6/2021	6/5/2021	85.75	-	-	-	-	85.75
First Choice Tutoring	531	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	532	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	533	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	534	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	535	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	536	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	537	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	538	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	539	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	540	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	541	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	542	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	543	5/3/2021	6/2/2021	180.00	-	-	-	-	180.00
First Choice Tutoring	545	5/3/2021	6/2/2021	35.75	-	-	-	-	35.75
First Choice Tutoring	546	5/6/2021	6/5/2021	75.00	-	-	-	-	75.00
First Choice Tutoring	551	5/24/2021	6/23/2021	360.00	-	-	-	-	360.00
Foothill Taekwondo	FH-05-21	5/4/2021	6/3/2021	109.00	-	-	-	-	109.00
Foothill Taekwondo	GH-05-21	5/4/2021	6/3/2021	109.00	-	-	-	-	109.00
Foothill Taekwondo	JH-05-21	5/4/2021	6/3/2021	109.00	-	-	-	-	109.00
Gina Burdick	120	4/30/2021	5/30/2021	300.00	-	-	-	-	300.00
Gina Burdick	121	5/10/2021	6/9/2021	800.00	-	-	-	-	800.00
Gina Burdick	122	4/30/2021	5/30/2021	275.00	-	-	-	-	275.00
Gina Illingworth	40	4/30/2021	5/30/2021	135.00	-	-	-	-	135.00
Gina Illingworth	41	4/30/2021	5/30/2021	60.00	-	-	-	-	60.00
Gina Stowell	211421	5/14/2021	6/13/2021	975.00	-	-	-	-	975.00
Healing Pastures	CLEVEN2021	5/15/2021	6/14/2021	200.00	-	-	-	-	200.00
Healing Pastures	SALMONSON2021	5/15/2021	6/14/2021	220.00	-	-	-	-	220.00
Healing Pastures	ZAKHAROV2021	5/15/2021	6/14/2021	800.00	-	-	-	-	800.00
Hear Say Speech & Language Services	2325	5/14/2021	6/13/2021	95.00	-	-	-	-	95.00
Heather Williams	1548	5/5/2021	5/31/2021	140.00	-	-	-	-	140.00
History Unboxed LLC	wc-10585HU	5/13/2021	6/12/2021	66.10	-	-	-	-	66.10
History Unboxed LLC	wc-10948HU	5/13/2021	6/12/2021	65.41	-	-	-	-	65.41
History Unboxed LLC	wc-10989HU	5/13/2021	6/12/2021	175.83	-	-	-	-	175.83
History Unboxed LLC	wc-11005HU	5/13/2021	6/12/2021	260.73	-	-	-	-	260.73
History Unboxed LLC	wc-11020HU	5/13/2021	6/12/2021	175.83	-	-	-	-	175.83
History Unboxed LLC	wc-11053HU	5/14/2021	6/13/2021	167.70	-	-	-	-	167.70
History Unboxed LLC	wc-11055HU	5/14/2021	6/13/2021	167.70	-	-	-	-	167.70
Home Science Tools	1118459A	5/3/2021	6/2/2021	71.55	-	-	-	-	71.55
Home Science Tools	1118460A	5/3/2021	6/2/2021	387.58	-	-	-	-	387.58
Home Science Tools	1120997A	5/14/2021	6/13/2021	132.10	-	-	-	-	132.10
Inspire Learning Academy	S2106	5/11/2021	6/10/2021	350.00	-	-	-	-	350.00
Institute for Excellence in Writing	779524	5/12/2021	6/12/2021	97.32	-	-	-	-	97.32
Institute for Excellence in Writing	779527	5/12/2021	6/12/2021	75.04	-	-	-	-	75.04

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Institute for Excellence in Writing	779532	5/12/2021	6/12/2021	53.19	-	-	-	-	53.19
Institute for Excellence in Writing	779974	5/12/2021	6/12/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	779976	5/12/2021	6/12/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	779978	5/12/2021	6/12/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	779979	5/12/2021	6/12/2021	58.55	-	-	-	-	58.55
Inversion Gym	1032	4/28/2021	5/28/2021	2,435.00	-	-	-	-	2,435.00
Irina Samarina	314	5/3/2021	6/2/2021	550.00	-	-	-	-	550.00
It Takes The Village	22653	4/30/2021	5/30/2021	2,957.50	-	-	-	-	2,957.50
It Takes The Village	22708	4/30/2021	5/30/2021	650.00	-	-	-	-	650.00
Jabbergym	13551	4/5/2021	5/5/2021	1,006.25	-	-	-	-	1,006.25
Jabbergym	13637	5/4/2021	6/3/2021	460.00	-	-	-	-	460.00
Jaime Layton	4	5/13/2021	6/12/2021	945.00	-	-	-	-	945.00
Jenny Thompson	016-aa	5/7/2021	6/6/2021	2,092.00	-	-	-	-	2,092.00
Jostens Inc	26189382	4/15/2021	5/30/2021	359.67	-	-	-	-	359.67
Jostens Inc	739940	2/22/2021	2/22/2021	(67.61)	-	-	-	-	(67.61)
Justin H. Bingham	15	5/3/2021	6/2/2021	320.00	-	-	-	-	320.00
Kaitlyn Brennan	Spring21	5/3/2021	6/2/2021	750.00	-	-	-	-	750.00
Katherine Walker	4-2021	5/1/2021	5/31/2021	390.00	-	-	-	-	390.00
Katherine Walker	ME-3	5/1/2021	5/31/2021	358.00	-	-	-	-	358.00
Kimberly Mordecai	203	5/1/2021	5/31/2021	240.00	-	-	-	-	240.00
KiwiCo, Inc.	APR-21-CLARK-1	4/15/2021	5/30/2021	3,099.81	-	-	-	-	3,099.81
Laura Chiappe	CCS 2021-100	5/19/2021	6/18/2021	10,800.00	-	-	-	-	10,800.00
Law Offices of Young, Minney & Corr, LLP	71207	5/5/2021	6/4/2021	19,188.54	-	-	-	-	19,188.54
Leads to Learning Academic Services	ByrneApr-2	4/30/2021	5/30/2021	280.00	-	-	-	-	280.00
Learn Piano Live	210510	5/10/2021	6/9/2021	119.70	-	-	-	-	119.70
Learning Without Tears	INV108839	5/14/2021	6/13/2021	28.39	-	-	-	-	28.39
Leighton Dance Project, Inc.	201152	5/7/2021	6/6/2021	70.00	-	-	-	-	70.00
Letme Technologies	ICCS_2104	5/10/2021	6/9/2021	2,227.50	-	-	-	-	2,227.50
Linda Reams	36	4/29/2021	5/29/2021	558.00	-	-	-	-	558.00
Lindi K Harry	21	4/28/2021	5/28/2021	800.00	-	-	-	-	800.00
Lisa Hindmarsh	111	5/2/2021	6/1/2021	6,520.50	-	-	-	-	6,520.50
Little Passports	115908165	4/30/2021	5/30/2021	166.99	-	-	-	-	166.99
Little Passports	116113042	5/15/2021	6/14/2021	117.66	-	-	-	-	117.66
Lotus Educational Services, Inc.	1861	5/10/2021	6/9/2021	565.69	-	-	-	-	565.69
Lynda Weiss	2105070003-6	5/7/2021	6/6/2021	540.00	-	-	-	-	540.00
Lynda Weiss	2105070004-8	5/7/2021	6/6/2021	720.00	-	-	-	-	720.00
Mariko Reeves	17	5/6/2021	6/5/2021	600.00	-	-	-	-	600.00
Mariko Reeves	18	5/2/2021	6/1/2021	480.00	-	-	-	-	480.00
Mary Frederick	CL0521	5/8/2021	6/7/2021	1,220.00	-	-	-	-	1,220.00
Mary Longacre	521	5/14/2021	6/13/2021	57.00	-	-	-	-	57.00
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

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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	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
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
Math-U-See Inc	0706011-IN	5/3/2021	7/2/2021	116.00	-	-	-	-	116.00
Math-U-See Inc	0706012-IN	5/3/2021	7/2/2021	68.00	-	-	-	-	68.00
Math-U-See Inc	0706014-IN	5/3/2021	7/2/2021	58.00	-	-	-	-	58.00
Math-U-See Inc	0707438-IN	5/12/2021	7/11/2021	131.00	-	-	-	-	131.00
Math-U-See Inc	0707820-IN	5/17/2021	7/16/2021	119.00	-	-	-	-	119.00
Math-U-See Inc	0707821-IN	5/17/2021	7/16/2021	119.00	-	-	-	-	119.00
McColgan & Associates Inc.	4153	5/11/2021	5/11/2021	4,805.25	-	-	-	-	4,805.25
MEL Science U.S., LLC	WB2021051104	5/11/2021	6/10/2021	209.40	-	-	-	-	209.40
Mercurius	95556	5/7/2021	6/7/2021	105.28	-	-	-	-	105.28
Mercurius	95557	5/7/2021	6/6/2021	87.21	-	-	-	-	87.21
Michelle Jones	145	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	146	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	147	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	148	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	149	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	150	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	151	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	152	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	153	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	154	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	155	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
Michelle Jones	156	4/30/2021	5/30/2021	130.00	-	-	-	-	130.00
MJ Akerland, RN, A Professional Nursing Corporation	11860	5/16/2021	6/1/2021	110.00	-	-	-	-	110.00
Monarch River Academy	636	5/11/2021	5/11/2021	3,323.87	-	-	-	-	3,323.87
Moria McAfee	CCS-05072021	5/7/2021	6/7/2021	650.00	-	-	-	-	650.00
MoxieBox Art, Inc.	7645	5/18/2021	6/17/2021	115.86	-	-	-	-	115.86
Nancy Barcal	CL-042021	4/30/2021	5/30/2021	710.00	-	-	-	-	710.00
Natomas Music Square	207	5/4/2021	6/3/2021	360.00	-	-	-	-	360.00
Oak Meadow Inc.	120178	5/10/2021	6/9/2021	350.00	-	-	-	-	350.00
Oak Meadow Inc.	120209	5/10/2021	6/9/2021	370.75	-	-	-	-	370.75
On The GO Academy	Spring 2021-68	5/15/2021	6/14/2021	100.00	-	-	-	-	100.00
On The GO Academy	Spring 2021-69	5/15/2021	6/14/2021	100.00	-	-	-	-	100.00
On The GO Academy	Spring 2021-70	5/15/2021	6/14/2021	100.00	-	-	-	-	100.00
On The GO Academy	Spring 2021-71	5/15/2021	6/14/2021	100.00	-	-	-	-	100.00
Orr Piano Instruction	05022021-EYMANN	5/2/2021	6/1/2021	450.00	-	-	-	-	450.00
Pamela Hayes Classical Ballet	0037	5/1/2021	5/31/2021	128.00	-	-	-	-	128.00
Paula Vance	CH9019	5/18/2021	6/17/2021	600.00	-	-	-	-	600.00
Pearson Education Inc.	6001561057	1/22/2020	2/21/2020	(189.95)	-	-	-	-	(189.95)
PresenceLearning, Inc.	INV43320	5/6/2021	6/5/2021	6,265.78	-	-	-	-	6,265.78
Procopio, Cory, Hargreaves & Savich LLP	741585	1/11/2021	1/11/2021	1,328.94	-	-	-	-	1,328.94
Procopio, Cory, Hargreaves & Savich LLP	751025	4/9/2021	4/9/2021	2,059.36	-	-	-	-	2,059.36
Procopio, Cory, Hargreaves & Savich LLP	754921	5/12/2021	5/12/2021	2,172.06	-	-	-	-	2,172.06
Provenance	5033	5/18/2021	6/17/2021	150.00	-	-	-	-	150.00

Clarksville Charter School

Accounts Payable Aging

May 31, 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
R&D Educational Systems Inc.	12441	5/1/2021	5/31/2021	894.00	-	-	-	-	894.00
R&D Educational Systems Inc.	12444	5/1/2021	5/31/2021	480.00	-	-	-	-	480.00
R&D Educational Systems Inc.	12446	5/1/2021	5/31/2021	149.00	-	-	-	-	149.00
Rainbow Resource Center	3379456	4/30/2021	5/30/2021	413.65	-	-	-	-	413.65
Rainbow Resource Center	3379674	4/30/2021	5/30/2021	79.22	-	-	-	-	79.22
Rainbow Resource Center	3380234	5/3/2021	6/2/2021	409.45	-	-	-	-	409.45
Rainbow Resource Center	3380428	5/3/2021	6/2/2021	29.86	-	-	-	-	29.86
Rainbow Resource Center	3380456	5/3/2021	6/2/2021	101.89	-	-	-	-	101.89
Rainbow Resource Center	3380495	5/3/2021	6/2/2021	62.17	-	-	-	-	62.17
Rainbow Resource Center	3380496	5/3/2021	6/2/2021	34.53	-	-	-	-	34.53
Rainbow Resource Center	3380497	5/3/2021	6/2/2021	111.98	-	-	-	-	111.98
Rainbow Resource Center	3380544	5/3/2021	6/2/2021	138.82	-	-	-	-	138.82
Rainbow Resource Center	3380917	5/4/2021	6/3/2021	181.27	-	-	-	-	181.27
Rainbow Resource Center	3381137	5/4/2021	6/3/2021	65.06	-	-	-	-	65.06
Rainbow Resource Center	3381599	5/4/2021	6/3/2021	64.12	-	-	-	-	64.12
Rainbow Resource Center	3381607	5/4/2021	6/3/2021	181.45	-	-	-	-	181.45
Rainbow Resource Center	3381645	5/4/2021	6/3/2021	55.01	-	-	-	-	55.01
Rainbow Resource Center	3381844	5/4/2021	6/3/2021	84.70	-	-	-	-	84.70
Rainbow Resource Center	3381867	5/4/2021	6/3/2021	245.08	-	-	-	-	245.08
Rainbow Resource Center	3383196	5/6/2021	6/5/2021	66.09	-	-	-	-	66.09
Rainbow Resource Center	3383480	5/6/2021	6/5/2021	60.30	-	-	-	-	60.30
Rainbow Resource Center	3383481	5/6/2021	6/5/2021	81.86	-	-	-	-	81.86
Rainbow Resource Center	3384687	5/10/2021	6/9/2021	126.17	-	-	-	-	126.17
Rainbow Resource Center	3384693	5/10/2021	6/9/2021	126.17	-	-	-	-	126.17
Rainbow Resource Center	3386317	5/11/2021	6/10/2021	66.09	-	-	-	-	66.09
Rainbow Resource Center	3386319	5/11/2021	6/10/2021	66.09	-	-	-	-	66.09
Rainbow Resource Center	3386320	5/11/2021	6/10/2021	126.17	-	-	-	-	126.17
Rainbow Resource Center	3386321	5/11/2021	6/10/2021	126.17	-	-	-	-	126.17
Rainbow Resource Center	3386377	5/12/2021	6/11/2021	66.09	-	-	-	-	66.09
Rainbow Resource Center	3386378	5/12/2021	6/11/2021	122.12	-	-	-	-	122.12
Rainbow Resource Center	3386672	5/12/2021	6/11/2021	22.25	-	-	-	-	22.25
Rainbow Resource Center	3386949	5/12/2021	6/11/2021	292.31	-	-	-	-	292.31
Rainbow Resource Center	3387010	5/12/2021	6/11/2021	292.31	-	-	-	-	292.31
Rainbow Resource Center	3387011	5/12/2021	6/11/2021	83.29	-	-	-	-	83.29
Rainbow Resource Center	3387027	5/12/2021	6/11/2021	269.45	-	-	-	-	269.45
Rainbow Resource Center	3387068	5/12/2021	6/11/2021	83.29	-	-	-	-	83.29
Rainbow Resource Center	3387157	5/13/2021	6/12/2021	446.21	-	-	-	-	446.21
Rainbow Resource Center	3387511	5/13/2021	6/12/2021	13.40	-	-	-	-	13.40
Rainbow Resource Center	3387587	5/13/2021	6/12/2021	89.55	-	-	-	-	89.55
Rainbow Resource Center	3387622	5/13/2021	6/12/2021	507.86	-	-	-	-	507.86
Rainbow Resource Center	3387939	5/13/2021	6/12/2021	148.00	-	-	-	-	148.00
Rainbow Resource Center	3388016	5/14/2021	6/13/2021	147.02	-	-	-	-	147.02
Rainbow Resource Center	3388017	5/14/2021	6/13/2021	102.50	-	-	-	-	102.50
Rainbow Resource Center	3388319	5/14/2021	6/13/2021	135.31	-	-	-	-	135.31
Rainbow Resource Center	3388380	5/14/2021	6/13/2021	275.21	-	-	-	-	275.21
Rainbow Resource Center	3388381	5/14/2021	6/13/2021	171.42	-	-	-	-	171.42
Rainbow Resource Center	3388466	5/14/2021	6/13/2021	65.24	-	-	-	-	65.24

Clarksville Charter School

Accounts Payable Aging

May 31, 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	3388505	5/14/2021	6/13/2021	43.97	-	-	-	-	43.97
Rainbow Resource Center	3388592	5/14/2021	6/13/2021	555.88	-	-	-	-	555.88
Rainbow Resource Center	3388838	5/17/2021	6/16/2021	227.93	-	-	-	-	227.93
Rainbow Resource Center	3389074	5/17/2021	6/16/2021	59.06	-	-	-	-	59.06
Rainbow Resource Center	3389137	5/17/2021	6/16/2021	232.62	-	-	-	-	232.62
Rainbow Resource Center	3389335	5/17/2021	6/16/2021	65.24	-	-	-	-	65.24
Rainbow Resource Center	3389848	5/18/2021	6/17/2021	39.66	-	-	-	-	39.66
Rainbow Resource Center	3389852	5/18/2021	6/17/2021	155.43	-	-	-	-	155.43
Rainbow Resource Center	3389881	5/18/2021	6/17/2021	129.12	-	-	-	-	129.12
Rainbow Resource Center	3389888	5/18/2021	6/17/2021	107.52	-	-	-	-	107.52
Rainbow Resource Center	3390252	5/18/2021	6/17/2021	266.40	-	-	-	-	266.40
Rainbow Resource Center	3390603	5/18/2021	6/17/2021	75.16	-	-	-	-	75.16
Rainbow Resource Center	3390907	5/18/2021	6/17/2021	55.07	-	-	-	-	55.07
Rocklin Music Academy	05022021	5/2/2021	6/1/2021	520.00	-	-	-	-	520.00
Ronald Serrano	001	5/11/2021	6/10/2021	640.00	-	-	-	-	640.00
Sacramento Ballet Association	2021-222-CD	5/10/2021	6/9/2021	175.00	-	-	-	-	175.00
Sacramento Ballet Association	2021-223-JD	5/10/2021	6/9/2021	95.00	-	-	-	-	95.00
Sacramento Ballet Association	2021-224-CD	5/10/2021	6/9/2021	175.00	-	-	-	-	175.00
Sacramento Ballet Association	2021-225-JD	5/10/2021	6/9/2021	95.00	-	-	-	-	95.00
Sarah McFadyen	Gough1	5/1/2021	5/31/2021	517.50	-	-	-	-	517.50
School of Rock Elk Grove & Roseville	1122	5/1/2021	5/31/2021	199.00	-	-	-	-	199.00
School of Rock Elk Grove & Roseville	1149	5/6/2021	6/5/2021	192.50	-	-	-	-	192.50
School of Rock Elk Grove & Roseville	1150	5/6/2021	6/5/2021	192.50	-	-	-	-	192.50
School Pathways, LLC	140-INV1553	4/30/2021	5/30/2021	4,385.24	-	-	-	-	4,385.24
Sean Bianco	008	5/14/2021	6/13/2021	260.00	-	-	-	-	260.00
Sean Bianco	009	5/14/2021	6/13/2021	114.97	-	-	-	-	114.97
Shannon Draper's Music Studio	646	4/30/2021	5/30/2021	1,000.00	-	-	-	-	1,000.00
Silicon Valley High School Inc	50-0135	5/8/2021	6/7/2021	95.00	-	-	-	-	95.00
Six Bar Ranch	29	5/15/2021	6/14/2021	250.00	-	-	-	-	250.00
Souza's Tutoring Tools	1400	5/4/2021	6/3/2021	3,170.00	-	-	-	-	3,170.00
Specialized Therapy Services, Inc	CVCS01-0421	4/30/2021	6/9/2021	4,933.75	-	-	-	-	4,933.75
StaffRehab LLC	M0078877	5/7/2021	6/6/2021	408.74	-	-	-	-	408.74
Starfall Education Foundation	5150-3890-0304	4/30/2021	5/30/2021	35.00	-	-	-	-	35.00
Stephanie Strong	20	5/11/2021	6/10/2021	400.00	-	-	-	-	400.00
Stephanie Strong	21	5/9/2021	6/8/2021	400.00	-	-	-	-	400.00
Studies Weekly	387212	4/12/2021	9/1/2021	32.12	-	-	-	-	32.12
Studies Weekly	387214	4/12/2021	9/1/2021	32.12	-	-	-	-	32.12
Studies Weekly	387215	4/12/2021	9/1/2021	32.12	-	-	-	-	32.12
Tahoe Speech Therapy LLC	P1051-15	5/5/2021	6/4/2021	700.00	-	-	-	-	700.00
Tamraloo Music	TLS202103CCS	3/1/2021	5/26/2021	170.00	-	-	-	-	170.00
Tamraloo Music	TLS202104CCS	4/1/2021	5/26/2021	270.00	-	-	-	-	270.00
Tamraloo Music	TLS202105CCS	5/1/2021	6/30/2021	85.00	-	-	-	-	85.00
Teacher Synergy, LLC	154409709	5/10/2021	5/31/2021	7.50	-	-	-	-	7.50
Teacher Synergy, LLC	154557314	5/11/2021	6/1/2021	32.10	-	-	-	-	32.10
Teacher Synergy, LLC	154557885	5/11/2021	6/1/2021	63.36	-	-	-	-	63.36
Teacher Synergy, LLC	154895484	5/13/2021	6/3/2021	61.19	-	-	-	-	61.19
Teacher Synergy, LLC	154895651	5/13/2021	6/3/2021	96.99	-	-	-	-	96.99

Clarksville Charter School

Accounts Payable Aging

May 31, 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
Teaching Textbooks	34505	4/29/2021	5/29/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34521	4/30/2021	5/30/2021	200.40	-	-	-	-	200.40
Teaching Textbooks	34536	5/4/2021	6/3/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34545	5/7/2021	6/6/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34554	5/7/2021	6/6/2021	43.08	-	-	-	-	43.08
Teaching Textbooks	34559	5/10/2021	6/9/2021	200.40	-	-	-	-	200.40
Teaching Textbooks	34560	5/10/2021	6/9/2021	200.40	-	-	-	-	200.40
Teaching Textbooks	34582	5/11/2021	6/10/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34583	5/11/2021	6/10/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34593	5/11/2021	6/10/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34598	5/11/2021	6/10/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34611	5/11/2021	6/10/2021	75.45	-	-	-	-	75.45
Teaching Textbooks	34614	5/11/2021	6/10/2021	75.45	-	-	-	-	75.45
The Lampo Group, LLC	9363907	5/6/2021	6/6/2021	29.99	-	-	-	-	29.99
The Lampo Group, LLC	9376399	5/12/2021	6/12/2021	184.54	-	-	-	-	184.54
The Parkour and Performing Arts Center, Inc	CCS.5.2021	5/15/2021	6/14/2021	75.00	-	-	-	-	75.00
Therapeutic Language Clinic, Inc.	3922	4/30/2021	5/30/2021	770.00	-	-	-	-	770.00
Therapeutic Language Clinic, Inc.	3923	4/30/2021	5/30/2021	550.00	-	-	-	-	550.00
Think Outside, LLC	115030	4/29/2021	5/29/2021	153.80	-	-	-	-	153.80
Think Outside, LLC	115031	4/29/2021	5/29/2021	153.80	-	-	-	-	153.80
Thomas Purvance	0015	5/19/2021	6/18/2021	747.50	-	-	-	-	747.50
Timberdoodle.com	360154	4/17/2021	6/16/2021	202.29	-	-	-	-	202.29
Timberdoodle.com	361007	4/28/2021	6/27/2021	306.19	-	-	-	-	306.19
Timberdoodle.com	361008	4/28/2021	6/27/2021	245.64	-	-	-	-	245.64
Timberdoodle.com	361141	4/29/2021	6/28/2021	1,031.84	-	-	-	-	1,031.84
Total Education Solutions, dba TES Therapy	3487278	5/7/2021	6/18/2021	3,055.00	-	-	-	-	3,055.00
Vanessa Shaw	17	5/17/2021	6/16/2021	290.00	-	-	-	-	290.00
Wayne Geri Academy	673	5/24/2021	6/23/2021	168.00	-	-	-	-	168.00
Wayne Geri Academy	674	5/24/2021	6/23/2021	600.00	-	-	-	-	600.00
Wendy Stephens	May 2021	5/25/2021	6/9/2021	3,401.75	-	-	-	-	3,401.75
Wood's Make Mine Music	5182021	5/18/2021	6/17/2021	216.00	-	-	-	-	216.00
WriteShop	21-0510	5/11/2021	6/10/2021	59.90	-	-	-	-	59.90
Y Corporation dba Mathnasium	62073	4/30/2021	5/30/2021	260.00	-	-	-	-	260.00
			Total Outstanding Payables in May	**$ 179,518**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 179,518**

Clarksville Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended May 31, 2021

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

Coversheet

Annual Budget

Section: II. Finance
Item: B. Annual Budget
Purpose: Vote
Submitted by:
Related Material: FY20_Clarksville_Budget Presentation.pdf

CHARTER IMPACT

Clarksville Charter School

FY21-22 Budget

Attendance and Data Metrics

Enrollment & Per Pupil Data		
	FY21-22 Budget	FY20-21 Forecast
Average Enrollment	1633	1158
ADA	1600	1158
Attendance Rate	98.0%	98.0%
Unduplicated %	34.8%	34.6%
Revenue per ADA	$11,301	$10,404
Expenses per ADA	$10,875	$10,374

- **38%** increase in average daily attendance.

Revenue

- **33% increase in budgeted revenue driven by:**
  - **5.07%** increase in LCFF rates**.**
  - Increase in total enrollment.
  - Title I & II funding – **$164K**.
  - Elementary and Secondary School Relief Funds II (ESSER)- **$447k**.
  - Expanded Learning Opportunities Grant (ELO) - **$731k**.

	Annual/Full Year		
	FY21-22 Budget	**FY20-21 Forecast**	**Inc/(Dec)**
Revenue			
State Aid-Rev Limit	$ 15,215,860	$ 10,560,139	$ 4,655,721
Federal Revenue	804,949	210,758	594,191
Other State Revenue	2,060,235	1,204,007	856,227
Other Local Revenue	-	74,456	(74,456)
Total Revenue	**$ 18,081,044**	**$ 12,049,360**	**$ 6,031,683**

Expense

- **31% increase in budgeted expenses driven by:**
  - Increase to total Staffing & associated Benefits.
  - Title I & II expenditures.
  - One-time ESSER and ELO spending.
  - Increase in Student Fund allotment.

	Annual/Full Year		
	FY21-22 Budget	**FY20-21 Forecast**	**Inc/(Dec)**
Expenses			
Certificated Salaries	$ 6,375,910	$ 4,808,191	$ 1,567,719
Classified Salaries	447,861	541,979	$ (94,118)
Benefits	1,959,066	1,611,334	$ 347,732
Books and Supplies	3,945,873	1,822,105	$ 2,123,768
Subagreement Services	2,223,364	1,588,888	$ 634,476
Operations	254,800	193,613	$ 61,187
Facilities	70,520	65,887	$ 4,633
Professional Services	1,706,438	1,200,828	$ 505,610
Depreciation	3,000	2,156	$ 844
Interest	412,503	179,334	$ 233,169
Total Expenses	**$ 17,399,335**	**$ 12,014,315**	**$ 5,385,019**

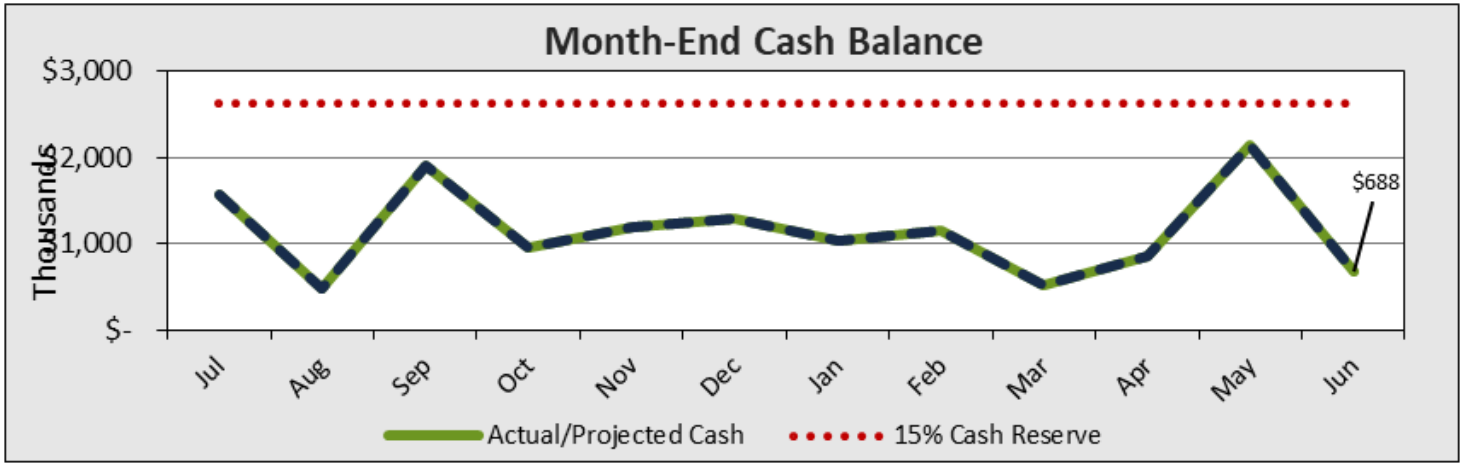
Fund Balance

- Budget surplus represents 1.3% of Annual Expenses.
- Increase to total Charter Fund Balance projected.

	Annual/Full Year		
	FY21-22 Budget	FY20-21 Forecast	Inc/(Dec)
Total Surplus(Deficit)	**$ 628,709**	**$ 35,045**	**$ 593,664**
Beginning Fund Balance	323,392	288,347	
Ending Fund Balance	**$ 952,100**	**$ 323,392**	
As a % of Annual Expenses	*5.5%*	*2.7%*	

Cash

- Receivable sales anticipated to sustain positive cash flow.
- Year-end cash balance budgeted at $688k.



Multi-Year Projections

- Multi-year surplus and positive cash balance projected.

	2021-22	2022-23	2023-24
Total Revenue	$ 18,081,044	$ 17,304,243	$ 17,790,714
Total Expenses	17,452,335	17,059,118	17,349,979
Annual Surplus	**628,709**	**245,125**	**440,736**
Beginning Fund Balance	323,391	952,100	1,197,226
Ending Fund Balance	**$ 952,100**	**$ 1,197,226**	**$ 1,637,961**
As a % of Annual Expenses	*5.5%*	*7.0%*	*9.4%*
Ending Cash Balance	**$ 687,847**	**$ 661,143**	**$ 618,013**

Appendix

- Monthly Cash Flow / Budget 21-22

Clarksville Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/9/21

ADA = 1600.00

CHARTER IMPACT

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**1600.00**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	413,508	413,508	744,314	744,314	744,314	744,314	744,314	1,380,927	1,380,927	1,380,927	1,380,927	1,380,927	**11,453,220**	11,453,220	-
8012	Education Protection Account	-	-	-	80,000	-	-	80,000	-	-	80,000	-	-	80,000	**320,000**	320,000	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	149,152	298,304	198,869	198,869	198,869	198,869	198,869	666,946	333,473	333,473	333,473	333,473	**3,442,640**	3,442,640	-
		-	562,660	711,812	1,023,183	943,183	943,183	1,023,183	943,183	2,047,873	1,794,400	1,714,400	1,714,400	1,794,400	**15,215,860**	**15,215,860**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	6,990	6,990	12,582	12,582	12,582	12,582	12,582	23,343	23,343	23,343	23,343	23,343	**193,600**	193,600	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8290	Title I, Part A - Basic Low Income	-	-	34,676	-	-	104,027	-	-	-	-	-	-	-	**138,703**	138,703	-
8291	Title II, Part A - Teacher Quality	-	-	6,403	-	-	19,209	-	-	-	-	-	-	-	**25,612**	25,612	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	447,034	-	-	-	-	-	-	-	**447,034**	447,034	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	6,990	48,068	12,582	12,582	582,852	12,582	12,582	23,343	23,343	23,343	23,343	23,343	**804,949**	**804,949**	**-**
Other State Revenue																	
8311	State Special Education	-	35,526	35,526	63,948	63,948	63,948	63,948	63,948	118,642	118,642	118,642	118,642	118,642	**984,000**	984,000	-
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8550	Mandated Cost	-	-	-	-	-	26,198	-	-	-	-	-	-	-	**26,198**	26,198	-
8560	State Lottery	-	-	-	-	-	-	57,478	-	-	57,478	-	-	203,445	**318,400**	318,400	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	-	731,637	-	-	-	-	-	-	-	**731,637**	731,637	-
		-	35,526	35,526	63,948	63,948	821,782	121,425	63,948	118,642	176,120	118,642	118,642	322,087	**2,060,235**	**2,060,235**	**-**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Revenue		**-**	**605,176**	**795,407**	**1,099,712**	**1,019,712**	**2,347,817**	**1,157,190**	**1,019,712**	**2,189,857**	**1,993,862**	**1,856,384**	**1,856,384**	**2,139,829**	**18,081,044**	**18,081,044**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	389,076	389,076	389,076	389,076	389,076	389,076	389,076	389,076	389,076	389,076	389,076	389,076	-	**4,668,910**	4,668,910	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	34,900	34,900	34,900	34,900	34,900	34,900	34,900	34,900	34,900	34,900	-	**349,000**	349,000	-
1200	Pupil Support Salaries	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	-	**238,000**	238,000	-
1300	Administrators' Salaries	77,333	77,333	77,333	77,333	77,333	77,333	77,333	77,333	77,333	77,333	77,333	77,333	-	**928,000**	928,000	-
1900	Other Certificated Salaries	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	-	**192,000**	192,000	-
		502,243	502,243	537,143	537,143	537,143	537,143	537,143	537,143	537,143	537,143	537,143	537,143	-	**6,375,910**	**6,375,910**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	12,752	12,752	12,752	12,752	12,752	12,752	12,752	12,752	12,752	12,752	12,752	12,752	-	**153,020**	153,020	-
2900	Other Classified Salaries	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	-	**294,841**	294,841	-
		37,322	37,322	37,322	37,322	37,322	37,322	37,322	37,322	37,322	37,322	37,322	37,322	-	**447,861**	**447,861**	**-**
Benefits																	
3101	STRS	80,459	80,459	86,050	86,050	86,050	86,050	86,050	86,050	86,050	86,050	86,050	86,050	-	**1,021,421**	1,021,421	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	2,314	2,314	2,314	2,314	2,314	2,314	2,314	2,314	2,314	2,314	2,314	2,314	-	**27,767**	27,767	-
3311	Medicare	7,824	7,824	8,330	8,330	8,330	8,330	8,330	8,330	8,330	8,330	8,330	8,330	-	**98,945**	98,945	-
3401	Health and Welfare	53,125	53,125	53,125	53,125	53,125	53,125	53,125	53,125	53,125	53,125	53,125	53,125	-	**637,500**	637,500	-
3501	State Unemployment	2,775	2,775	2,775	2,775	2,775	2,775	13,877	11,101	5,551	2,775	2,775	2,775	-	**55,507**	55,507	-
3601	Workers' Compensation	7,554	7,554	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	-	**95,533**	95,533	-

Clarksville Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/9/21

ADA = 1600.00

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
3901	Other Benefits	1,771	1,771	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	-	**22,393**	22,393	-
		155,822	155,822	162,522	162,522	162,522	162,522	173,623	170,848	165,297	162,522	162,522	162,522	-	**1,959,066**	**1,959,066**	**-**
Books and Supplies																	
4100	Textbooks and Core Materials	12,778	12,778	12,778	12,778	12,778	12,778	12,778	12,778	12,778	12,778	12,778	12,778	-	**153,330**	153,330	-
4200	Books and Reference Materials	3,673	3,673	3,673	3,673	3,673	3,673	3,673	3,673	3,673	3,673	3,673	3,673	-	**44,080**	44,080	-
4302	School Supplies	72,476	253,333	174,933	174,460	114,556	207,931	186,720	231,033	394,223	376,947	121,299	736,656	-	**3,044,569**	3,044,569	-
4305	Software	16,386	16,386	16,386	16,386	16,386	16,386	16,386	16,386	16,386	16,386	16,386	16,386	-	**196,637**	196,637	-
4310	Office Expense	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	-	**36,300**	36,300	-
4311	Business Meals	92	92	92	92	92	92	92	92	92	92	92	92	-	**1,100**	1,100	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	10,422	36,428	25,155	25,087	16,473	29,900	26,850	33,222	56,688	54,204	17,442	105,928	-	**437,797**	437,797	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		118,851	325,715	236,042	235,501	166,983	273,784	249,524	300,209	486,864	467,105	174,696	878,539	-	**3,913,813**	**3,913,813**	**-**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	-	**841,700**	841,700	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5106	Other Educational Consultants	17,470	61,064	42,166	42,052	27,613	50,120	45,007	55,688	95,024	90,860	29,238	177,564	-	**733,866**	733,866	-
5107	Instructional Services	57,059	57,059	57,059	57,059	57,059	57,059	57,059	57,059	57,059	57,059	57,059	57,059	-	**684,714**	684,714	-
		144,671	188,265	169,367	169,253	154,814	177,321	172,208	182,890	222,225	218,061	156,439	304,765	-	**2,260,279**	**2,260,279**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
5300	Dues & Memberships	842	842	842	842	842	842	842	842	842	842	842	842	-	**10,100**	10,100	-
5400	Insurance	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	-	**175,400**	175,400	-
5501	Utilities	583	583	583	583	583	583	583	583	583	583	583	583	-	**7,000**	7,000	-
5502	Janitorial Services	883	883	883	883	883	883	883	883	883	883	883	883	-	**10,600**	10,600	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	**43,000**	43,000	-
5901	Postage and Shipping	658	658	658	658	658	658	658	658	658	658	658	658	-	**7,900**	7,900	-
		21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	-	**254,100**	**254,100**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	-	**45,120**	45,120	-
5602	Additional Rent	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	-	**20,200**	20,200	-
5603	Equipment Leases	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**	3,600	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
		5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	-	**70,120**	**70,120**	**-**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5802	Audit & Taxes	-	-	-	2,900	2,900	2,900	-	-	-	-	-	-	-	**8,700**	8,700	-
5803	Legal	8,992	8,992	8,992	8,992	8,992	8,992	8,992	8,992	8,992	8,992	8,992	8,992	-	**107,900**	107,900	-
5804	Professional Development	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	-	**45,240**	45,240	-
5805	General Consulting	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	**33,000**	33,000	-
5806	Special Activities/Field Trips	4,977	17,398	12,014	11,981	7,867	14,280	12,823	15,867	27,074	25,888	8,331	50,592	-	**209,093**	209,093	-
5807	Bank Charges	925	925	925	925	925	925	925	925	925	925	925	925	-	**11,100**	11,100	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5809	Other taxes and fees	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	**13,400**	13,400	-
5810	Payroll Service Fee	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	-	**21,700**	21,700	-
5811	Management Fee	83,428	83,428	83,428	83,428	83,428	83,428	83,428	83,428	83,428	83,428	83,428	83,428	-	**1,001,132**	1,001,132	-
5812	District Oversight Fee	-	11,253	14,236	20,464	18,864	18,864	20,464	18,864	40,957	35,888	34,288	34,288	35,888	**304,317**	304,317	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5815	Public Relations/Recruitment	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
		107,775	131,449	129,048	138,143	132,429	138,841	136,085	137,528	170,829	164,573	145,416	187,677	35,888	**1,755,682**	**1,755,682**	**-**
Depreciation																	
6900	Depreciation Expense	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
		250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	**3,000**	**-**
Interest																	
7438	Interest Expense	101,227	-	93,903	-	46,952	-	-	46,952	-	46,952	76,519	-	-	**412,503**	412,503	-
		101,227	-	93,903	-	46,952	-	-	46,952	-	46,952	76,519	-	-	**412,503**	**412,503**	**-**
Total Expenses		**1,195,178**	**1,368,083**	**1,392,615**	**1,307,152**	**1,265,432**	**1,354,201**	**1,333,173**	**1,440,159**	**1,646,949**	**1,660,945**	**1,317,324**	**2,135,236**	**35,888**	**17,452,335**	**17,452,335**	**-**

Clarksville Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/9/21

ADA = 1600.00

CHARTER IMPACT

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	**(1,195,178)**	**(762,907)**	**(597,208)**	**(207,439)**	**(245,719)**	**993,616**	**(175,983)**	**(420,446)**	**542,909**	**332,917**	**539,060**	**(278,852)**	**2,103,941**	**628,709**	**628,709**	**-**
														3.6%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,195,178)	(762,907)	(597,208)	(207,439)	(245,719)	993,616	(175,983)	(420,446)	542,909	332,917	539,060	(278,852)	2,103,941	**628,709**		
Cash flows from operating activities																
Depreciation/Amortization	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**		
Public Funding Receivables	691,156	481,243	479,235	473,275	305,947	101,745	558,227	-	-	-	-	-	(2,139,829)	**950,999**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(251,508)	-	-	-	-	-	-	-	-	-	-	-	35,888	**(215,620)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	(365,819)	-	-	-	-	-	-	-	**(365,819)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	2,530,668		2,347,576	-	1,173,788			1,173,788		1,173,788	1,912,969		-	**10,312,576**		
Payments on Factoring	(849,200)	(808,582)	(806,682)	(1,206,567)	(1,003,567)	(632,667)	(632,667)	(632,667)	(1,173,788)	(1,173,788)	(1,173,788)	(1,173,788)	-	**(11,267,749)**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	926,187	(1,089,996)	1,423,171	(940,481)	230,699	97,125	(250,173)	120,925	(630,629)	333,167	1,278,491	(1,452,389)				
Cash, Beginning of Month	641,751	1,567,938	477,942	1,901,113	960,631	1,191,330	1,288,455	1,038,283	1,159,207	528,578	861,745	2,140,236				
Cash, End of Month	**1,567,938**	**477,942**	**1,901,113**	**960,631**	**1,191,330**	**1,288,455**	**1,038,283**	**1,159,207**	**528,578**	**861,745**	**2,140,236**	**687,847**				

Cert.	Instr.
43.8%	81.1%
678,538	191,787

Pupil:Teacher Ratio
21.62 :1

Coversheet

Shared Executive Personnel Memorandum of Understanding for Julie Haycock-Cavender and Jenell Sherman (p. 57-58)

Section: II. Finance
Item: C. Shared Executive Personnel Memorandum of Understanding for Julie Haycock-Cavender and Jenell Sherman (p. 57-58)
Purpose: Vote
Submitted by:
Related Material:
Attachments A-1 and A-2 to Executive Shared Personnel Services MOU.pdf
DOCS-#4507850-v1-North Schools_Executive Shared Personnel Services MOU (2021-22).pdf

BACKGROUND:
The Shared Executive Personnel MOU is an agreement between the four schools, Winship Community School, Lake View Charter School, Feather River Charter School and Clarksville Charter School. This agreement achieves cost savings and adds valuable personnel services to each school. Shared Personnel among the four schools makes it possible to successfully implement their respective education programs in an efficient and cost effective manner.

RECOMMENDATION:
Recommended for Board approval.

Job Description
Executive Director

Direct Report:	School Board
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt
Contract Type:	A

Summary of Position:

The Executive Director is responsible for the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Executive Director work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director will uphold and promote the school's mission and vision at all times.

The salary is based on experience and region's size. The Executive Director is not required to carry a caseload of students.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties

- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately

- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

Job Description
Vice Principal

Direct Report:	School Board
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt
Contract Type:	A

Summary of Position:

The Vice Principal assists the Executive Director in the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Vice Principal work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. The Vice Principal will uphold and promote the school's mission and vision at all times.

The salary is based on experience and region's size. The Vice Principal is not required to carry a caseload of students.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process

- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators

- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

MEMORANDUM OF UNDERSTANDING
FOR SHARED EXECUTIVE PERSONNEL SERVICES

This Memorandum of Understanding for Shared Executive Personnel Services ("MOU") is entered into as of July 1, 2021 ("Effective Date") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "Party" and collectively as the "Parties" to this MOU: Lake View Charter School ("LVCS"), Winship Community School ("WCS"), Clarksville Charter School ("CCS"), and Feather River Charter School ("FRCS").

RECITALS

WHEREAS, LVCS, WCS, CCS, and FRCS are each nonprofits that operate California public charter schools;

WHEREAS, LVCS entered into an employment agreement effective as of July 1, 2021, with Julie Haycock ("Haycock") as the Executive Director of LVCS. As part of the terms of Haycock's Employment Agreement and addendum effective as of July 1, 2021, Haycock and LVCS agree that LVCS may be on loan to WCS, CCS and FRCS in the roles designated herein.

WHEREAS, CCS entered into an employment agreement effective as of July 1, 2021, with Jenell Sherman as the Executive Director of CCS. As part of the terms of Sherman's Employment Agreement and addendum effective July 1, 2021, Sherman and CCS agree that Sherman may be on loan to LVCS, WCS and FRCS in the roles designated herein.

WHEREAS, the Parties seek to share the services of: (i) Haycock as an Executive Director for LVCS and WCS and as Vice Principal for CCS and FRCS; and (ii) Sherman as an Executive Director for CCS and FRCS and Vice Principal for LVCS and WCS (collectively, the "Shared Personnel") among them cooperatively in order to achieve cost savings and other benefits for each Party, so that each Party may have access to additional, valuable and/or specialized personnel services that might otherwise not be available to them;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to equitably and appropriately allocate and document costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties hereby agree as follows.

AGREEMENT

1. **Shared Personnel Services.** During the term of this MOU, the Parties shall coordinate with each other for the Shared Personnel to perform the services described in **Attachment A** (the "Services") under the terms and conditions set forth herein.

2. **Relationship of Parties.** The Parties acknowledge that Shared Personnel are and shall remain employees of LVCS and CCS (as set forth in the above Recitals), which shall constitute the sole employers and "Lessors" of Services performed by Shared Personnel under this MOU. The non-Lessor

Parties entitled to receive Services from Shared Personnel pursuant to the terms of the MOU shall constitute the "Lessees." Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessors and their respective governing boards, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel's employment relationship with their respective Lessors. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to the Lessors' respective employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. **Allocation.** Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formula set forth in **Attachment B (the "Allocation")**.

4. **Allocation of Services.** Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to the Lessors the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to the Lessors a fee that is calculated based on their Allocation of the annual total cost incurred by Lessors in employing the respective Shared Personnel as set forth in **Attachment B**. The total cost shall be fixed as of July 1 for each year of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by Lessors in **Attachment B**.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be split evenly between those Parties on whose behalf the expenses were incurred. Expenses in excess of $1,000 must be approved in advance by the affected Parties. Invoices for expenses shall be sent by Lessors within [thirty (30)] days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts). If the reasonable and necessary expense is incurred by Shared Personnel by one Party, that Party shall be responsible for the full cost of the expense.

6. Monthly Payment. Lessors shall provide monthly statements to the non-Lessor parties which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each non-Lessor Party shall submit payment to Lessors within thirty (30) days after receipt of the invoice. Any disputes concerning invoices must be directed to Lessors in writing within thirty (30) days after receipt of the invoice. Lessors shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

7. Lessor Responsibilities. In addition to any other promises and covenants identified herein, Lessors shall have the following responsibilities under this MOU as it pertains to their respective employee:

a. Comply with all applicable federal, state and local laws and regulations,

including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

d. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

e. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

f. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

8. Lessee Responsibilities. In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

f. Provide feedback to Lessors regarding the performance of Shared Personnel.

9. Term and Termination.

a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until June 30, 2022 (the "Initial Term"). This MOU shall automatically renew for consecutive additional one (1) year terms unless a Party provides written notice of non-renewal to the other at least ninety (90) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term. Termination under this subsection shall not relieve the terminating

Party of any of its obligations under this MOU prior to the effective date of such termination. Termination by a Lessee will not automatically terminate this MOU as to the remaining Parties. In the event a Lessee's participation in this MOU is terminated, the remaining Parties' Allocation shall be re-assessed consistent with Section 3 of this MOU.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

i. Material Breach. Any Party may terminate this MOU the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice is provided to all Parties. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. Following termination under this subsection, the breaching Party remains responsible for paying its Allocation of fees through the last day of the month in which the MOU is terminated.

ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate their participation in the MOU. Notice of any such revocation or non-renewal shall be provided as soon as possible.

iii. Termination for Change in Shared Personnel. Any Party may terminate this MOU upon a change in the employment status of Shared Personnel. A legally protected leave of absence taken by Shared Personnel shall not constitute a change in employment status under this subdivision and shall not give cause for termination of this MOU. In the event Shared Personnel are on an extended leave of absence or are no longer employed by the respective Lessor, that Lessor and applicable Lessees may mutually agree upon a replacement. In the event Shared Personnel are terminated which results in a severance, the terminating party shall be responsible for paying for any severance required by that contract

c. Termination by Agreement of All Parties. This MOU may be terminated at any time upon a written agreement of all Parties.

10. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to

Confidential Information shall survive termination of this MOU.

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

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

c. Return. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessors shall be designated as having a legitimate educational interest in accessing each Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Shared Personnel to access personally identifiable information from student education records from the Lessees as needed to perform the Services. For purposes of this MOU, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessors shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessees. Lessors shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessors shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Conflicts. In the event an actual or potential conflict arises between the Parties, the affected Parties shall seek to resolve the conflict, while taking reasonable measures to protect from disclosure any Confidential Information.

14. Insurance. Lessors shall procure and maintain in full force and effect for the duration of

this MOU, the following insurance in connection with Lessors' performance under this MOU and the provision of Services by Shared Personnel.

a. California Workers' Compensation Insurance, as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than $1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.

e. Lessors will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "Additional Insureds") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessors' insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessors' insurance and shall not contribute to it.

f. Lessors hereby agree to waive rights of subrogation which any insurer of Lessors may acquire from Lessors by virtue of the payment of any loss. Lessors agree to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessors shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language affecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessors' obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessors will provide 30 days prior written notice to applicable Lessees in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessors shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis, then the following terms shall be provided to the extent possible: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the

contract effective date, the Lessors must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work.

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

16. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence or willful misconduct of that Party, including its employees, officers directors and agents. In no event shall any Party be required to defend, indemnify or hold harmless any other Party for its sole negligence or willful misconduct.

17. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

18. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

19. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

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

To: Lake View Charter School
ATTN: Board President
4672 County Rd N, Orland, CA 95963
lindsay.mower@gmail.com

To: Winship Community School
ATTN: Board President
4305 S. Meridian Rd, Meridian, CA 95957
dbrockmyer@ hotmail.com

To: Clarksville Charter School
ATTN: Board President

To: Feather River Charter School
ATTN: Board President

4818 Golden Foothill Pkwy Ste. #9
El Dorado Hills, CA 95762
emily95661@gmail.com]

4305 S. Meridian Rd, Meridian, CA 95957
dbrockmyer@ hotmail.com

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

22. Amendments. This MOU may be amended by the mutual written consent of all Parties.

23. Entire MOU. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

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

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

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

27. Governing Law. This MOU shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

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

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Lake View Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Winship Community School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Clarksville Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Feather River Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

ATTACHMENT A

Shared Services

Position	**Executive Director**
Description of Services	See Job Description attached as A-1. Additional or different duties may be agreed upon by the Lessors and Lessees.

Julie Haycock shall perform the services related to the Executive Director position on behalf of Winship Community School and Lake View Charter School.

Jenell Sherman shall perform the services related to the Executive Director position on behalf of Feather River Charter School and Clarksville Charter School.

Position	**Vice Principal**
Description of Services	See Job Description attached as A-2. Additional or different duties may be agreed upon by the Lessors and Lessees.

Julie Haycock shall perform the services related to the Vice Principal position on behalf of Feather River Charter School and Clarksville Charter School.

Jenell Sherman shall perform the services related to the Vice Principal position on behalf of Lake View Charter School and Winship Community School.

ATTACHMENT B

Allocation

1. Allocation Formula

The Parties have collaborated to determine an equitable distribution for salaries based on the proportionate amount of services the Parties expect Sherman and Haycock will provide to all four schools in the roles of Executive Director and Vice Principal. The Parties intend for each School to receive equitable amount of services from an Executive Director and Vice Principal.

Party	Percentage of Jenell Sherman Salary	Percentage of Julie Haycock Salary
Lake View Charter School	5%	70%
Winship Community School	1%	20%
Clarksville Charter School	46%	5%
Feather River Charter School	48%	%

Coversheet

Executive Director Salary Schedule

Section: II. Finance
Item: D. Executive Director Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Comparisons ED Salaries.pdf
21_22 ED_CV_0621.pdf

Comparisons of Superintendent / Executive Director Salaries

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

Clarksville Charter School

Salary Schedule

Executive Director

225 Days*

Steps	Annual
1	$175,000
2	$177,500
3	$180,000
4	$182,500
5	$185,000
6	$187,500
7	$190,000
8	$195,000
9	$197,500
10	$200,000

Contract Stipends	
Car/Phone Benefit	$700/mo

Educational Stipends	
Masters Degree	$500
Doctorate Degree (conferred, transcripts required)	$5,000

Only one educational stipend will be paid per employee. The higher of the qualified stipends will be paid. All educational stipends require proof

Executive Director is a shared position between schools

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

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

Coversheet

Shared Staff Memorandum of Understanding

Section: II. Finance
Item: E. Shared Staff Memorandum of Understanding
Purpose: Vote
Submitted by:
Related Material:
DOCS-#4503180-v1-North Schools_Draft MOU for Shared Services 2021-22.docx.pdf

BACKGROUND:
The Shared Staff MOU is between the four schools, Winship Community School, Feather River Charter School, Lake View Charter School and Clarksville Charter School. The agreement addresses the sharing of services by the Shared Personnel and also appropriate cost sharing.

RECOMMENDATION:
Recommended for Board approval.

MEMORANDUM OF UNDERSTANDING
FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services and Resources ("***MOU***") is entered into as of July 1, 2021 ("***Effective Date***") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this MOU: Winship Community School, Feather River Charter School, Clarksville Charter School, and Lake View Charter School.

WHEREAS, Winship Community School operates a public charter school named Winship Community School, Feather River Charter School operates a public charter school named Feather River Charter School, Clarksville Charter School operates a public charter school named Clarksville Charter School, and Lake View Charter School operates a public charter school named Lake View Charter School (each a "***School***" or collectively the "***Schools***");

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs certificated teachers designated as having the responsibility for the general supervision of their students' independent study pursuant to Education Code § 51747.5(a);

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to equitably and appropriately allocate and document costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. **Shared Personnel.** During the term of this MOU, the Parties shall coordinate with each other for shared personnel ("***Shared Personnel***") to perform the educational services described in Attachment A (the "***Services***") under the terms and conditions set forth herein. All shared personnel shall be documented between the Lessor and Lessee Schools, as defined herein, pursuant to Attachment B as outlined in a written process to be mutually agreed upon between the parties. No third party shall have the authority to unilaterally impose the sharing of personnel between the Parties.

2. **Lessor and Lessee Schools.** The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term "***Lessor***" refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term "***Lessee***" refers to a School receiving Services from another School's employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this

MOU shall not terminate the Shared Personnel's employment relationship with the Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. **Allocation.** Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "***Allocation***"), as it may be adjusted from time to time by written agreement of the Parties. The Allocation shall be assessed at the intervals set forth in Attachment A during the Term of this MOU and upon termination as set forth in Section 8.

4. **Allocation of Services.** Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C (including total gross wages, benefits, workers' compensation costs, statutory benefits, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of the date of execution of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment C, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of $1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment C, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

c. Invoicing. Each Party shall invoice the other Parties monthly for all fees and expenses incurred ("Monthly Invoice"). Each Monthly Invoice shall contain a brief description of the method by which the fees and expenses were calculated.

d. Payment Terms. Payment is due thirty (30) days from the date of delivery of the Monthly Invoice.

e. Disputes. Any disputes concerning invoices must be directed to the Lessor in writing within thirty (30) days after receipt of the Monthly Invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

6. **Lessor Responsibilities:** In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

a. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for nonexempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

b. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

c. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion, all employment-related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

d. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

e. Assuming Lessor participates in CalSTRS or CalPERS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS or CalPERS purposes.

f. If Lessee reports Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(j).

g. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

2. **Lessee Responsibilities:** In addition to any other promises and covenants identified

herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.

g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for nonexempt Shared Personnel, including, but not limited to, ensuring that nonexempt Shared Personnel adhere to their schedule as provided by Lessor, including taking meal and rest periods, and ensuring nonexempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by nonexempt Shared Personnel while working on behalf of Lessee.

3. Term and Termination.

a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until June 30, 2022 (the "***Term***"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the non paying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.

ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there are any disputes concerning termination of Shared Personnel arrangements, the Parties agree to meet and confer to seek a resolution in good faith.

4. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

5. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

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

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

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 10 shall survive termination of this MOU.

6. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("***FERPA***") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("***PII***") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

7. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than $1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educators Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "***Additional Insureds***") under the General Liability, Workers' Compensation, Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects to Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.

f. Except for Workers' Compensation and Professional Liability coverages Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

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

9. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, agents, and insurers from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence, wrongdoing or willful misconduct of that Party, including its employees (including Leased Personnel), officers, directors, and agents. In no event shall

any Party be required to defend, indemnify or hold harmless any other Party for its sole negligence, sole wrongdoing or singular willful misconduct.

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are separate and independent from the insurance provisions set forth in Section 12 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

10. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

11. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

12. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

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

To: Clarksville Charter School
ATTN: Board President
4818 Golden Foothills Parkway #9
El Dorado Hills, CA 95762
emily95661@gmail.com

To: Feather River Charter School
ATTN: Board President
4305 South Meridian Road
Meridian, CA 95957-9647
dbrockmyer@hotmail.com

To: Lake View Charter School
ATTN: Board President
4672 County Road N

Orland, CA 95963
lindsay.mower@gmail.com

To: Winship Community School
ATTN: Board President
4305 South Meridian Road
Meridian, CA 95957-9647
dbrockmyer@hotmail.com

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

15. Entire Agreement. This MOU and all attachments, which are incorporated by reference, constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.

16. Amendments. This MOU may be amended by the mutual written consent of all Parties.

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

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

19. Governing Law. This MOU shall be governed by and interpreted under California law.

20. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

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

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Clarksville Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Feather River Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Lake View Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

Winship Community School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2021

ATTACHMENT A

Effective Date: July 1, 2021

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

Description of Services:

Position	Director of Fiscal & Educational Services
Description of Services	• Collaborates with Charter Executive Director(s) and instructional administrators to ensure that all schools and programs provide students with disabilities access to general education to the maximum extent possible, creating inclusive school communities. • Provide oversight overall management direction in the planning of the Special Education Services program objectives and implementation of general guidelines for individuals responsible for special education and related services. • Oversee special education budget and the maintenance of effort requirements. • Completes documentation for reporting information and data to comply with SELPA, state, and federal guidelines for programs (i.e. CDE and SELPA). • Represent the Charter in California Department of Education complaints and Due Process proceedings • Provide support leadership in the development and training related to educational programs appropriate to the needs of school personnel. • Serves as the Charter's representative to the California Department of Education, Office of Administrative Hearings, SELPA, and other agencies for the coordination of special education and other program services. • Assist with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures • Collaborate with Administrative Team to ensure curriculum and programmatic alignment of categorical programs • Oversees fiscal resources from the general fund, special education allocations, and other sources for the purpose of fiscal efficiency and effectiveness in the provision of services. • Oversee the Shared Staff Memorandum of Understanding monthly billing process • Point of contact for the Charter Services Organization (CSO), contracted financial service agencies, and consultants. • Review School Accountability Report Cards (SARC) and Comprehensive School Safety Plans for compliance • Assist with development, implementation and evaluation of LCAPs

Position	Director of Governance and Accountability
Description of Services	Duties and responsibilities include, but are not limited, to: ● Supervise and collaborate with Data Analyst on all projects and required reports, presentations, and documentation for the schools. ● Organize and oversee school compliance required documents: SARC, Material Revisions, Charter Renewal, LCAP, BOP ● Act as liaison between schools and authorizers and county offices of education ● Maintain required oversight documents through sources such as Epicenter and DTS Vault ● Work with auditors to provide requested documentation for annual audits ● Maintain and update school safety plans & parent, student, and staff handbooks ● Provide support to CALPADs team and School Pathways ● Work with team to provide governance support

Position	Director of Curriculum & Assessment
Description of Services	Duties and responsibilities include, but are not limited, to: ● Organizes, directs and evaluates all employees in the department; sets goals for the department and directs testing administration programs; executes, monitors, and evaluates the progress of the programs. ● Oversees Testing Coordinators in planning and implementing all state testing ● Oversees EL Coordinator and designees in tracking, planning and implementing EL supports and ELPAC testing ● Coordinates with Special Education and Student Support teams to align goals and programming to support student achievement ● Provides support for promotion/retention process ● In conjunction with the Assistant Director, oversee the enrichment specialist and enrichment decisions ● In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices

Position	Director of Professional Development & Instructional Support
Description of Services	Duties and responsibilities include, but are not limited, to: ● Oversee ITA's, staff evaluations & help with staff and family situations ● Help with Enrollment, Withdrawals, Student Assignments & manage Teacher Tracker ● Oversee Hiring/EdJoin, Employment Verification & work with HR ● Oversee Teacher Training Program & Mentor Teacher Support ● ITA Training & Support ● Professional Learning Communities ● Plan and implement HST Professional Development & Parent Education ● Manage HST Handbook

	● Oversee Junior High Virtual Academy ● Work with Teacher Trainer & Mentor Teacher Team ● Multicultural, Diversity, & Inclusion ● Meet with FLs, EOS, CC, NJHS/NHS, Field trips & events ● Oversee Community Connections

Position	**Director of High School**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Oversee High School Staff: Counselors, HQTs, ● Coordination and meeting with various high school teams: counseling, curriculum, virtual programs ● Assist in maintenance of master spreadsheet tracking each student through High School, monitoring IGPs, accounting for special needs and ensuring progress to graduation ● Assist counseling with mental health/social-emotional wellness for HS students & development of CTE pathways and local career development resources ● Assure compliance with authenticating agencies: federal student aid, social security including foster/homeless HS students ● Oversight and maintenance of the HS course catalog, including coordination of outside curriculum resources and their compliance with UC/CSU and NCAA approvals ● Hire teachers, set course schedule, create catalog, communicate with HSTs and families, coordinate enrollments ● Maintain membership for each school with College Board for AP, PSAT and SAT, including accommodations for students with special needs ● Lead the Graduation Committee

Position	**Assistant Director of High School**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Work with College Board for AP, PSAT and SAT/ACT ● Oversee HSVA Program ● Lead the guidance team. ● Provide HSTs, the CTE/HS Curriculum Coordinator, guidance counselor, and guidance technician with additional support in high school related issues. ● Manage the concurrent enrollment process for each school by creating college guides, policies, staff instructions, and tagging system. ● Assist with graduation, diploma issuance and graduate withdrawal ● Collaborate with the High School Director, High School Program Coordinator and CTE/HS Curriculum Coordinator to improve high school policies and procedures.

	● Communicate with students, parents, and internal and external professionals within established timelines.

Position	**Assistant Director of Instructional Support**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Assist with the planning of leadership development opportunities and implementation of professional learning communities ● Finalize and send out weekly staff communication ● Support Instructional Team Advisors through weekly communication, office hours, and monthly leadership meetings ● Field calls and emails from Instructional Team Advisors ● Monitor and follow up with any non-compliance issues that arise with students or Homeschool Teachers ● Help oversee leadership contributions and/or adjunct duties ● Participate in Homeschool Teacher Evaluations ● Assist with student transfers and Teacher Assignments for new students, as needed ● Assist with hiring new Instructional Team Advisors, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assists as needed during the hiring/onboarding process

Position	**Assistant Director of Curriculum and Assessment**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Supports Testing Coordinators and EL Coordinator in planning and implementing all internal assessments and state testing ● Coordinates tech needs with back office group ● Supports EL Coordinator and designees in implementation of EL programs and ELPAC testing ● Monitor achievement goals as they relate to LCAP and WASC ● Provides support for promotion/retention process ● In conjunction with the Director, oversee the enrichment specialist and enrichment decisions ● In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices

Position	**Assistant Director of Educational Services**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Provide leadership in developing, implementing, evaluating and revising charter school programs and services as assigned by the Director of Educational Services. ● Supports special education, 504, SST and MTSS practices, policies, personnel

	• Supports the Director of Educational Services with legal, mediation and disciplinary issues related to special education and 504's • Provide supervision, consultation and information regarding laws, policies and procedures to special education and student support department staff. • Oversees special education, 504, SST and MTSS data systems, management, state and federal reporting.

Position	**High School Virtual Programs Administrator**
Description of Services	Duties and responsibilities include, but are not limited, to: • Implement High School programs: HSVA, Textbook and Edgenuity • Oversee program development in participating regions • Develop course descriptions, schedule and catalog • Observe and evaluate teacher performance • Respond to parent questions/concerns • HST education regarding locally-based programs • Assist HQTs with monitoring student compliance • Work with student support and language services to create a plan to serve sub-groups & work with the SPED department to create a functioning plan to test SPED students

Position	**TK-8 Program Administrator**
Description of Services	Duties and responsibilities include, but are not limited, to: • Oversee academic, enrichment, and community program development and growth for TK-8 grade students • Interview, hire, and coach Program Coordinators • Develop and market new program offerings • Assist coordinators with the planning and development of academic courses, enrichment activities, field trips, events, and parent education • Provide support through regular communication, office hours, and scheduled meetings with Program Coordinators • Help oversee HST program contributions and/or adjunct duties • Work with Student Support, SPED, and ELL Coordinators to create a plan to serve sub-groups across TK-8 programs • Assist with hiring new Program Coordinators, virtual teachers, and other positions as appropriate

Position	**Homeschool Teacher**

Description of Services	Duties and responsibilities include, but are not limited, to: ● Providing direct and indirect instruction to Lessee students. ● Long and short-term planning addressing individual needs of students. ● Evaluating students' progress. ● Teaching an individualized approach per the Lessee's Charter Petition. ● Providing an inviting, exciting, and innovative learning environment to students. ● Serving as advisors to students.

Position	**Instructional Team Advisor**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Support a team of teachers in navigating challenges that arise in their work, including parent communication, intervention, and non-compliance ● Provide leadership and clear communication of expectations to assist teachers with meeting assigned deadlines, compliance, and school culture ● Host monthly in-person team meetings and hold office hours as needed ● Proactively address any concerns regarding teacher performance and discuss opportunities for improvement

Position	**Mentor Teacher**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Meet with their assigned HST on a regular basis to cultivate a mentorship relationship and to provide ongoing support as the HST learns the responsibilities of the position ● Answer questions and assist with tasks as needed throughout the school year, including master agreements, attendance, AWRs, work samples, YET, etc. ● Review HST's work records and other compliance documents as necessary, providing feedback and coaching ● Proactively offer weekly support to HST in prioritizing work, organization, and efficiency ● Provide guidance to HST on questions that arise with student and family support, compliance, etc.

Position	**Digital Resource Specialist**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Coordinate the creation and management of digital resources, including websites and the digital handbooks ● Source, create, edit, and publish content for the websites, handbooks, and other digital resources maintained by the Sequoia Grove schools ● Serve as the primary systems administrator for the CMS platform (Finalsite) ● Maintain a library of digital resources

	• Support the development and integration of new digital resources, as needed • Ensure that digital resources are user friendly, compatible with mobile devices, and ADA compliant • Ensure that all government mandated resources are published on the appropriate sites • Work closely with the Communication and PR Specialist and school leadership to ensure consistency of messaging. • Oversee the training and support of content creators and editors. • Work with leadership and other members of the community to continuously improve the functionality and quality of our digital resources to better support our staff and families. • Assist with the creation of professional development and training resources as needed.

Position	**JHVA Program Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: • Create, implement, and oversee Junior High Virtual Academy • Interview, hire, and support teachers • Observe and evaluate teacher performance • Respond to parent questions/concerns • Work with student support, SPED, and ELL coordinators to create a plan to serve sub-groups • Meet with ADs/Directors as needed to discuss each of the schools' needs

Position	**JHVA Teacher**
Description of Services	Duties and responsibilities include, but are not limited, to: • Provide live, virtual instruction twice per week for each class (totaling 4 hours) and virtual office hours twice per week (totaling 2 hours) • Plan engaging lessons and activities aligned to California State Standards • Maintain current grades in the Schoology platform; monitor and share student progress with HST, parent, and student weekly • Provide additional support as needed for struggling students or those identified as SPED/504/ELL • Attend monthly JHVA team meetings and trainings

Position	**Educational Services and 504 Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: • Responsible for the coordination and oversight of section 504, supporting Special education assessments, services, programming, and Charter wide health services

	● Assist in providing leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services ● Supports the Director of Educational Services with due process and IEE requests related to special education and 504's.

Position	**Special Education Compliance & PD Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Develop, coordinate, and deliver virtual professional development for both general education and special education staff on Special Education compliance and any other assigned focus area. ● Supports compliance monitoring activities (i.e. SEIS report pulls, corrections) ● Supports the administration with the preparation and documentation for reporting information and data to comply with SELPA, state, and federal guidelines for programs as assigned (i.e. CDE and SELPA). ● Works with the Special Education SEIS/Records Tech to monitor and pull monthly SEIS reports

Position	**Special Education Program Specialist**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Attends and serves as an admin designee to determine the continued eligibility of a student for the special education program for all level 2 IEPs ● Provide direct and indirect coaching support to general education, special education, and parents ● Conduct bi-weekly caseload checks with assigned teachers and hold 1-hr open office hours 2x weekly: morning/afternoon ● Monitor SEIS regularly by reviewing the dashboard, reports, and service tracker for special education compliance and provide technical support ● Every Program Specialist will have a focus area that they support the department with.

Position	**Education Specialist (Special Education Teacher)**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Develop Initial, Interim, Annual, Triennial Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program. ● Schedule and prepare all materials for IEP meetings. ● Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education related services. ● Maintain special education records to meet compliance guidelines. ● Teach Specialized Academic Instruction (SAI) classes to caseload to ensure

	successful progress toward student's IEP goals.

Position	Special Education School Psychologist
Description of Services	Duties and responsibilities include, but are not limited, to: ● Draft and send Assessment Plans ● Casemanage virtual and in-person assessments/assessors ● Conduct in-person and virtual assessments ● Review all assessment reports ● Write assessment report ● Attend IEE meetings ● Attend and complete 504 assessments/meetings as needed ● Attend contentious/challenging assessment IEP meetings

Position	School Nurse
Description of Services	Duties and responsibilities include, but are not limited, to: ● Perform vision and hearing screenings for special education and general education students ● Complete Health Assessments ● Complete Health Care Plans ● Train staff on Health Care Plan implementation ● Attend IEP meetings ● Plan and hold Health Screening Events

Position	Educational Services Office Manager/Assistant
Description of Services	Duties and responsibilities include, but are not limited, to: ● Supports all classified special education and student support staff ● Assists with upkeep of department websites, shared drives, and public documents ● Maintains daily office logistics of Classified staff and office equipment ● Works closely with the Director of Special Education on invoices, orders, inventory, SELPA reporting and annual projects ● Answer Special Education general email accounts and phone lines ● Coordinates IEP scheduling with Case Managers ● Process and keeps a database of low incidence purchases and order tracking ● Processes and maintains records on low incidence and assistive tech. invoices, student documentation, and price listings ● Update budget including credits, returns and receipts for accounting purposes ● Collaborates with Case Managers, IT, Curriculum and Enrichment teams to ensure prompt delivery of items

Position	Special Education Assessment Tech
Description of Services	Duties and responsibilities include, but are not limited, to: ● Process incoming parent, teacher, IEP team assessment requests ● Assign assessors to students ● Ensure assessment completion

Position	Special Education Services Tech
Description of Services	Duties and responsibilities include, but are not limited, to: ● Send NPA contracts ● Send ISA's ● Assign services to providers ● Send IEE ISA's/Contracts

Position	Special Education SEIS Tech
Description of Services	Duties and responsibilities include, but are not limited, to: ● Coordinates with internal staff and outside school districts on incoming and student withdraws ● Monitors SELPA mandated timelines and coordinates with Case Managers to ensure compliance ● Maintains SEIS records including eligibility changes to ensure accuracy of information ● Manages and supports SEIS user accounts, correcting data and log-in errors as needed

Position	MTSS Coordinator
Description of Services	Duties and responsibilities include, but are not limited, to: ● Oversees the MTSS Intervention teachers and school counselor/sst coordinator. ● The MTSS Coordinator works with the Homeschool Teacher (HST), parents, students, and all other academic staff within our schools that support students. ● The MTSS Coordinator oversees the organization, development, and maintenance of curriculum and direct instruction for intervention. ● The MTSS Coordinator will oversee teacher data collection, lesson planning, and intervention implementation

Position	MTSS Intervention Teacher

Description of Services	Duties and responsibilities include, but are not limited, to: ● Supports students by leading intervention classes i.e. math, reading, and writing ● Develops lesson plans and provide direct instruction for intervention via a virtual platform ● Provides data for SST and 504 meetings and communicate with parents, teachers, staff regarding progress or further interventions needed ● Assists general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies

Position	**School Counselor/SST Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Holds weekly group and individual counseling sessions for Tk-12 students ● Holds office hours for staff and parent support ● Implements SEL curriculum ● Coordinates Students in Crisis support for students and their families so that students may maintain safety, and access to education as they work through difficult periods in their lives. ● Schedules, runs and oversees SST cases, team and processes

Position	**MTSS Tech**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Support with scheduling and tracking of 504 and SST meetings, planning, organizing and data analysis. ● Assist with progress monitoring & data collection uploads to SIS ● Assist Student Support, 504 and Intervention programming ● Assist teachers with questions ● Runs 504 and SST data reporting ● Ensures 504 compliance

Position	**Business & Categorical Programs Tech**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Support with completing the annual Consolidated Application (ConApp) ● Support administration with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures ● Compile a variety of statistical data for categorical and charter reporting, including budget, staffing costs and expenditures of funds

	● Approve invoices, review AP loading, selection, processing, including aging report. ● Attend weekly cash flow meetings ● Maintain compliance records for categorical purchases, staffing costs and school categorical budgets and charter oversight ● Maintain repository for Compliance Monitoring Tools and verify accuracy of submissions for management follow up and approval ● Provide support, with complex formatting and data insertion, for Board documents, staff reports and other compliance documents ● Support administration with the shared staff memorandum of understanding monthly billing process ● Conduct categorical, business, and financial compliance checks ● Support state, federal, 990 audits

Position	**Community Programs Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Oversee Community Program development to include; academic and enrichment workshops, clubs, parent education, and events ● Collaborate with all members of the team to explore innovative ideas that will improve school wide community offerings ● Collect and analyze regular feedback from stakeholders ● Develop and manage program schedule and calendar of events ● Establish a process for implementing and overseeing HST adjunct duties ● Assist HSTs with development of workshops, activities, events, and clubs ● Manage student program registration ● Present information related to Community Programs at staff meetings as needed ● Assist with Kindergarten and 8th grade promotions

Position	**Instructional Materials Administrator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Provide direct support to assigned Assistant Director and other staff members in the Secondary Approval Process and Enrichment Department ● Evaluate and make recommendations on the appropriateness of items for students that have been deemed outside of the normal enrichment guidelines ● Communicate changes in policies and procedures regarding the Secondary Approval Process and Enrichment Guidelines with the local Enrichment Team ● Support administrators, HSTs, and/or families with curriculum and enrichment questions, choices, options, and policies and procedures ● Communicate relevant curriculum and enrichment information with HSTs and families via North News, Monday Memos, appropriate websites, and social media channels

	● Creates product and curriculum guidelines in regard to content and appropriateness for educational purposes. ● Provide support to administration regarding funding distributions and other planning amount policies. ● Supports instructional material ordering systems on behalf of the schools. ● Works with parents, HSTs, and administrators to obtain services and materials as needed.

Position	**Data Analyst**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Monitors progress related to the California School Dashboard including state and local Indicators and monitoring accuracy of corresponding data within the Aeries Student Information System, the Local Control Accountability Plan (LCAP), district assessments ● Maintains a current understanding of how data related to state accountability is entered into district student information system and alignment with state data reporting system (CALPADs) ● Assists with the implementation of district and state assessments within the California Assessment of Student Performance and Progress (CAASPP), including related data-based preparation and monitoring of data in Test Operations Management System Resources (TOMS) ● Assist in preparing and presenting the SARCs ● Participates in professional activities, conferences, and researches best instructional practices in assessment and data analysis ● Maintains and updates data collection and reporting calendar, and completes related reports as required ● Manages and manipulate large amounts of data using a variety of relevant web-based applications

Position	**High School Counselor**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Keep students, families, staff, and stakeholders informed of resources, high school requirements, and college and career information ● Host virtual and in-person high school information sessions for returning 8th grade families ● Create and host virtual and in-person information sessions regarding college applications, financial aid, social/emotional help, scheduling advice, career opportunities, concurrent enrollment ● Monitor graduation requirements and educational progress of each student ● Support Home School Teachers in scheduling students for success ● Advise students and families on the concurrent enrollment process, college admissions, and financial aid opportunities

	● Work with Enrollment, School Accountability, Records, and CALPADS teams to ensure student information is accurate ● Support students in social/emotional matters

Position	**CTE & HS Curriculum Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Enhance the high school program by serving as an educational leader responsible for training and assistance to HSTs as needed ● Maintain relationships with a wide variety of vendors and curriculum representatives ● Learn basic operational practices of any curriculum adopted for general use within the schools, offering training when needed ● Administer group licenses, assisting HSTs and parents in the use of their individual license ● Build a comprehensive CTE program, including all pathway components ● Verify that CTE offerings align with student population interests ● Maintain relationship with outside organizations contracted to assist with CTE ● Manage the writing and/or review written high school courses ● Assist with preparation/review of course catalogs and course descriptions, including “a-g,” AP, honors and NCAA offerings as necessary ● Assist with the UCOP course list and College Board adoptions ● Exhibit excellent communication skills in various media, promoting HS programs and keeping the handbook information current

Position	**Guidance Tech**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Transcript maintenance ● Manage Master Student Roster ● Ensure accurate record keeping across all platforms

Position	**Administrative & Governance Assistant**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Work directly with the Principal managing daily tasks. ● Provide secretarial assistance to the Principal by relieving him or her of administrative tasks such as composing, typing and editing letters and bulletins ● Managing google calendars

	● Maintain school policies and procedures. ● Help organize details for meetings ● Pick up mail from authorizer & PO Box every week ● Editing & proofreading emails, paperwork ● Board meeting prep, follow up and planning

Position	**Communications and PR Specialist**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Develop and execute a strategic internal communications plan, aligning messaging with School culture, mission and strategic goals. (This includes an initial communications audit and listening campaign.) ● Interface with Admin and Teachers for proactive and reactive communications needs, determining essential messages and the right channels to deliver them ● Understand different internal audiences and tailor messages to each audience and the relevant strategic objective. ● Liaise between Admin and Staff, the Schools and Families. ● Clearly message policy updates, vital information and inspiration through regular newsletters, effective social media content, and the North News. ● Maintain a school calendar including all events across all departments (in conjunction to the Board-determined Academic Calendar). ● Attend meetings via Zoom (Admin, Enrollment and Board Meetings) as a listening ear and "good question asker" in an effort to produce a compilation draft for formal communication. ● Strategically match new families and HSTs with accurate maintenance of the Teacher Tracker. ● Plan and coordinate events (behind the scenes) for staff events such as Professional Development and All-Hands meetings in an effort to allow Admin to focus on excellent content. ● Create, distribute, and manage school-wide "talking points" for Teachers to maintain consistent and clear messaging related to projects, transitions, policies, and deadlines.

Position	**EL Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Check pathways twice a week, run a compliance report, add new EL enrollment ● Classify students as an English Learner or English proficient (IFEP) after Initial ELPAC results are in & communicating results with HST ● Making service plan to support the EL students and monitor the use of interventions ● Maintain communication with HSTs to aid in supporting EL students ● Complete RFEP monitoring monthly

	● After summative results come back RFEP eligible students ● Attend IEP meetings to reclassify SPED EL students ● Complete Annual Parent Notification and mail out to families ● Assist in forming and maintaining an ELAC/DLAC ● Provide structured English immersion class via Zoom 1x per week ● Meet with ADs/Directors as needed to discuss each of the schools' needs ● Work with student support and language services to create a plan to effectively serve EL students ● Plan and carry out Summative ELPAC testing

Position	**Testing Coordinator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Collaborate with the Testing Director regarding internal and state assessments ● First line of testing support for teachers and regional coordinators ● Coordinate teacher, student, and parent training for test administration ● Attend state testing meetings as needed ● Compile and organize testing data as needed ● Train TLCs in test administration best practices and procedures ● Create and implement testing calendars for the school year

Position	**Curriculum Specialist**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Act as the primary knowledge resource for HSTs and families for Sequoia Grove's chosen online curriculum offerings for the families enrolled in any of the schools. This may include, but is not limited to the following: o Plan and record short video instructionals for each online program offered o Calendar and plan periodic training opportunities for both families and HSTs on the best practices of online curricula o Update the HST Handbook and post to Google Classroom as needed ● Manage enrollment and licensing in programs and work with curriculum companies to set up teacher and student accounts ● Extract performance and usage data from the chosen curricula to assist with monitoring academic achievement in Math and ELA

Position	**Curriculum & Assessment Assistant**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Create and share Not Tested Report for ITAs and Adminto monitor completion

	● Upload scores to student portal on School Pathways ● Complete annual RFEP monitoring (monthly) ● Help send out Summative ELPAC results and RFEP Eligibility Forms. ● Work with SPED and Student Support to ensure that all students have accurate accommodations and that they are properly implemented at test locations ● Upload student accommodations and designated supports into TOMs ● Assign CAA & HS tests in TOMS ● Process opt-outs ● Work with the Tech department to make sure adequate equipment is available for all schools. Track and manage router numbers ● Set up and manage all aspects of the back end of student registration in Pathways ● Upload student score reports into Pathways ● Assist the Testing Coordinator as needed with communication to teachers and families regarding testing windows, locations, and dates for each region ● Set up and manage all aspects of the back end student registration in Pathways ● Create and maintain PFT Data Collection spreadsheet ● Prepare and upload data sheets to school PFT portal

Position	**Lead Family Liaison**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Oversees team of family liaisons ● Serves as initial point of contact, “face” of our schools for prospective families ● Serve as the voice and bridge for families with the schools ● Plans and manage all aspect of field trips ● Assists Enrollment Team: creates smooth transition for families and HSTs ● Monitor and maintain social media platforms to answer parent questions ● Partner with departments and programs throughout our school - Community Connections, Lending Library ● Organize and host monthly and annual events: Park Days, Vendor & Curriculum Fair, Book Fairs, Enrichment Events ● Critical in educating families on the appropriate use of student planning amounts ● Create and distribute weekly communication with tips, events, commentary, resources ● Work closely with Admin to relay and response to concerns within the parent community and facilitate school-home communication ● Extensive understanding of vendors - assist vendors with social media posts and critical to cultivate positive relationships between schools, families, and vendors

Position	Family Liaison
Description of Services	Duties and responsibilities include, but are not limited, to: ● Serves as initial point of contact, "face" of our schools for prospective families ● Serve as the voice and bridge for families with the schools ● Provide platform for parent information and connection ● Assists Enrollment Team: creates smooth transition for families and HSTs ● Monitor and maintain social media platforms to answer parent questions ● Partner with departments and programs throughout our school - Community Connections, Lending Library ● Organize and host monthly and annual events: Park Days, Vendor & Curriculum Fair, Book Fairs, Enrichment Events ● Critical in educating families on the appropriate use of student planning amounts ● Extensive understanding of vendors - assist vendors with social media posts and critical to cultivate positive relationships between schools, families, and vendors

Position	
Description of Services	ities include, but are not limited, to: ● Provide live, virtual instruction two times per week for each class (totaling 4 hours) ● Hold scheduled, virtual office hours twice per week (totaling 2 hours) ● Individual appointments for student support (as requested) ● Lesson planning and course creation ● Learning activities aligned to state "power" standards ● Plan and supervise content-aligned field trips / events (virtual or in-person) ● Upload course content and maintain grades on Schoology (or other adopted LMS program) ● Grade assignments within one week of submission ● Weekly progress monitoring and communication with families, HSTs, and administration ● Review and implement IEP / 504 accommodations ● Assist with parent professional development ● Maintain a roster of 14 students and complete all HST duties as outlined in HST job description

Position	Community Liaison
Description of Services	Duties and responsibilities include, but are not limited, to: ● Identify homeless and foster youth through enrollment and proof of residency documentation ● Obtain a list of resources available to families from local and state agencies. These may include: ○ Food service/distribution ○ Transportation ○ Technology Access ○ Housing/shelter resources ○ Medi-cal info ○ Social-Emotional support ● Update and maintain website with information for families that may qualify for programs ● Communicate regularly with HSTs to ensure awareness of programs available

The information below is still being determined and will be presented in the fall for approval.

As detailed in Attachment C, the allocation of cost per school will be determined in one of three ways

Category 1: Allocation by Student Roster Count Served Directly (e.g., fee charged to School on a per-student served basis)

Category 2: Allocation by Total Enrollment. Each Party's Allocation for Category 2 personnel shall be determined by dividing their enrollment by the combined enrollment of all Parties to this MOU, as set forth below:

Party	Total Enrollment	Allocation
Clarksville Charter School	1600 estimated	37%
Feather River Charter School	1800 estimated	42%
Lake View Charter School	635 estimated	15%
Winship Community School	300 estimated	6%

Category 3: Allocation by Number of Students in a Particular Group

Party	SPED Enrollment	Allocation

Clarksville Charter School		
Feather River Charter School		
Lake View Charter School		
Winship Community School		
Party	**Student Support Enrollment**	**Allocation**
Clarksville Charter School		
Feather River Charter School		
Lake View Charter School		
Winship Community School		

Lessee schools shall be charged based on the allocation method agreed upon for each position as shown herein and in Attachment C. The amount charged will be the percentage of the total cost per Shared Personnel.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment for Category 2 Personnel. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.

2. Second Assessment for Category 2 Personnel Shared by ADA. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's ADA as of that date, and any resulting adjustments shall be effective as of January 1.

3. Assessment for Category 3 Personnel. Enrollment for the Category 3 specific student groups described above will be updated each month at the snapshot, and each Party's share of costs for the upcoming month will be updated accordingly.

ATTACHMENT B

SHARED PERSONNEL TRACKING

This information is still being determined and will be presented in the fall for approval.

ATTACHMENT C

Total Estimated Costs

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between Clarksville Charter School, Feather River Charter School, Lake View Charter School, and Winship Community School.

The attachment incorporates the estimated total cost of employing Shared Personnel split by each respective category described in Attachment A (Category 1: Costs split based on students served, Category 2: costs split by ADA percentage, and Category 3: Costs split by student groups served). This attachment is approved and effective as of the date of full execution of this MOU. The attachment delineates each Party's equitable share for each Shared Personnel.

This information is still being determined and will be presented in the fall for approval.

Coversheet

Shared Staff Memorandum of Understanding with Central for High School Virtual Academy

Section: II. Finance
Item: F. Shared Staff Memorandum of Understanding with Central for High School Virtual Academy
Purpose: Vote
Submitted by:
Related Material: DOCS-#4503254-v1-Central-North_Shared Services_2021 MOU.pdf

BACKGROUND:
Shared Staff MOU with Central for High School Virtual Academy is an agreement between Clarksville Charter School, Feather River Charter School, Lake View Charter School, Yosemite Valley Charter School and Monarch River Academy for shared High School Virtual Academy staff. The MOU would enable all schools to share staffing costs as well as provide opportunity for more students to participate in HSVA.

These agreements will come back in fall with the specific staffing and percentage information included for approval since we are still working on staffing and enrollment at this time.

RECOMMENDATION:
Recommended for Board approval.

MEMORANDUM OF UNDERSTANDING
FOR SHARED TEACHER SERVICES

This Memorandum of Understanding for Shared Teacher Services and Resources ("***MOU***") is entered into as of July 1, 2021 ("***Effective Date***") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this MOU: Monarch River Academy, Yosemite Valley Charter School, Clarksville Charter School, Feather River Charter School, and Lake View Charter School.

WHEREAS, Monarch River Academy operates a public charter school named Monarch River Academy, Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter School, Clarksville Charter School operated a public charter school named Clarksville Charter School, Feather River Charter School operates a public charter school named Feather River Charter School, and Lake View Charter School operates a charter school named Lake View Charter School (each a "***School***" or collectively the "***Schools***");

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs certificated teachers designated as having the responsibility for the general supervision of their students' independent study pursuant to Education Code § 51747.5(a);

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to equitably and appropriately allocate and document costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. **Shared Personnel.** During the term of this MOU, the Parties shall coordinate with each other for shared personnel ("***Shared Personnel"***) to perform the educational services described in Attachment A (the "***Services***") under the terms and conditions set forth herein. All shared personnel shall be documented between the Lessor and Lessee Schools, as defined herein, pursuant to Attachment B as outlined in a written process to be mutually agreed upon between the parties. No third party shall have the authority to unilaterally impose the sharing of personnel between the Parties.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term "***Lessor***" refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term "***Lessee***" refers to a School receiving Services from another School's employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this

MOU shall not terminate the Shared Personnel's employment relationship with Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "***Allocation***"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in Attachment A for each year of this MOU and upon termination as set forth in Section 8.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C (including total gross wages, benefits, workers' compensation costs, statutory benefits, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of the date of execution of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment C, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of $1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment C, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

c. Invoicing. Each Party shall invoice the other Parties monthly for all fees and expenses incurred ("Monthly Invoice"). Each Monthly Invoice shall contain a brief description of the method by which the fees and expenses were calculated.

d. Payment Terms. Payment is due thirty (30) days from the date of delivery of the Monthly Invoice.

e. Disputes. Any disputes concerning invoices must be directed to Lessor in writing within thirty (30) days after receipt of the Monthly Invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

6. **Lessor Responsibilities:** In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

h. Assuming Lessor participates in CalSTRS or CalPERS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS or CalPERS purposes.

i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).

j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

7. Lessee Responsibilities: In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations,

including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.

g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, ensuring that nonexempt Shared Personnel adhere to their schedule as provided by Lessor, including taking meal and rest periods, and ensuring nonexempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until June 30, 2022 (the "***Term***"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the nonpaying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.

ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the

winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there are any disputes concerning termination of Shared Personnel arrangements, the Parties agree to meet and confer to seek a resolution in good faith.

9. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

10. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

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

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other

than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 10 shall survive termination of this MOU.

11. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("***FERPA***") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("***PII***") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

12. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than $1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "***Additional Insureds***") under the General Liability, Workers' Compensation, and Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.

f. Except for Workers' Compensation and Professional Liability coverages, Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language affecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

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

14. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, agents, and insurers from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence, wrongdoing, or willful misconduct of that Party, including its employees (including Leased Personnel), officers, directors, and agents. In no event shall any Party be required to defend, indemnify or hold harmless any other Party for the other Party's sole negligence, sole wrongdoing or singular willful misconduct.

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are

separate and independent from the insurance provisions set forth in Section 12 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

15. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

16. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

17. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

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

To:	Monarch River Academy ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 sam@theenglishlearnergroup.com	*To:*	Yosemite Valley Charter School ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 ljarocki@hotmail.com
To:	Clarksville Charter School ATTN: Board President 4818 Golden Foothills Parkway #9 El Dorado Hills, CA 95762 emily95661@gmail.com	*To:*	Feather River Charter School ATTN: Board President 4305 South Meridian Road Meridian, CA 95957-9647 Dbrockmyer@hotmail.com
To:	Lake View Charter School ATTN: Board President 4672 County Road N Orland, CA 95963 Lindsay.mower@gmail.com		

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

20. Entire Agreement. This MOU and all attachments, which are incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.

21. Amendments. This MOU may be amended by the mutual written consent of all Parties.

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

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

24. Governing Law. This MOU shall be governed by and interpreted under California law.

25. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

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

[Signature Page on Following Page]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Monarch River Academy, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	Yosemite Valley Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021
Feather River Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	Lake View Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021
Clarksville Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	

ATTACHMENT A

Effective Date: July 1, 2021

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

DESCRIPTION OF SERVICES

Position	**Virtual Teacher**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Providing direct and indirect instruction to Lessee students. ● Long and short-term planning addressing individual needs of students. ● Evaluating students' progress. ● Teaching an individualized approach per the Lessee's Charter Petition. ● Providing an inviting, exciting, and innovative learning environment to students. ● Serving as advisors to students. ● The Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. Teachers will use online and textbook resources to deliver content, but will also need to adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teachers will organize and implement an instructional program that results in student academic success in accordance with state policies, standards, and law.

Position	**High School Virtual Programs Administrator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Implement High School programs: HSVA, Textbook and Edgenuity ● Oversee program development in participating regions ● Develop course descriptions, schedule and catalog ● Observe and evaluate teacher performance ● Respond to parent questions/concerns ● HST education regarding locally-based programs ● Assist HQTs with monitoring student compliance ● Work with student support and language services to create a plan to serve sub-groups & work with the SPED department to create a functioning plan to test SPED students

As detailed in Attachment C, the allocation of cost per school will be determined in one of two ways

Category 1: Allocation by Student Count Served Directly (e.g., fee charged to School on a per-student served basis)

Category 2: Allocation by percentage of Total Enrollment in HSVA program.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment for Category 2 Personnel. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.

2. Second Assessment for Category 2 Personnel Shared by Enrollment in the program. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's HSVA enrollment as of that date, and any resulting adjustments shall be effective as of January 1.

ATTACHMENT B

SHARED PERSONNEL TRACKING

This tracking spreadsheet contains student information and is not attached. Spreadsheet has been presented to the board and is available to board members upon request.

ATTACHMENT C

Total Cost

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein.

The attachment incorporates the estimated total cost of employees in the program employing Shared Personnel split by each respective category described in Attachment A (Category 1: Costs split based on students served and Category 2: Allocation by percentage of Total Enrollment in HSVA program.) This attachment is approved and effective as of the date of full execution of this MOU. The attachment delineates each Party's equitable share for each Shared Personnel.

CLARKSVILLE CHARTER SCHOOL:

Position	Shared Personnel Costs

FEATHER RIVER CHARTER SCHOOL:

Position	Shared Personnel Costs

LAKE VIEW CHARTER SCHOOL:

Position	Shared Personnel Costs

MONARCH RIVER ACADEMY:

Position	Shared Personnel Costs

YOSEMITE VALLEY CHARTER SCHOOL:

Position	Shared Personnel Costs

Coversheet

Services Agreement with Sequoia Grove Charter Alliance

Section: II. Finance
Item: G. Services Agreement with Sequoia Grove Charter Alliance
Purpose: Vote
Submitted by:
Related Material: ADMINISTRATIVE SUPPORT SERVICES AGREEMENT_Clarksville.pdf

ADMINISTRATIVE SUPPORT SERVICES AGREEMENT

This Administrative Support Services Agreement ("**Agreement**") is entered into as of July 1, 2021 ("**Effective Date**") by and between Sequoia Grove Charter Alliance, a California nonprofit public benefit corporation ("**SGCA**") and Clarksville Charter School, a California nonprofit public benefit corporation ("**School**"), each of which may be referred to herein as a "**Party**" or collectively as the "**Parties**", with respect to the following:

WHEREAS, SGCA formed to serve as a supporting organization pursuant to Internal Revenue Code Section 501(c)(3) by providing task-related administrative support services and goods to the public charter schools operated by its members, and under the supervision and ultimate decision-making authority of the governing body of its members.

WHEREAS, School is a member of SGCA pursuant to Corporations Code Section 5056 and the Bylaws of SGCA. School operates a California public charter school by the same name, Clarksville Charter School, pursuant to a charter authorized by the Buckeye Union School District for a term of five years from July 1, 2020 through June 30, 2025 ("**Charter**").

WHEREAS, School desires to contract with SGCA for administrative support services pursuant to the terms and conditions of this Agreement.

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

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

1. Relationship of the Parties; Scope of Authority. SGCA will deliver task-related services and goods pursuant to this Agreement that are performed at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority. The Parties understand and agree as follows:

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

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

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

d. While SGCA may make recommendations to the governing body of the School

regarding any arrangements for legal services for School pursuant to the scope of Services, School and its governing body may hire legal counsel as School may deem appropriate and necessary.

e. SGCA will not be required to provide any service set forth in this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause or causes outside SGCA's and/or School's reasonable control, would require SGCA or School to violate applicable law, or cause SGCA to be considered an "entity managing a charter school" pursuant to the Charter Schools Act.

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

g. To the extent there are any conflicts between the terms of the School's Charter and the terms of this Agreement, the terms of the Charter shall control.

h. SGCA will not have the authority to enter into or bind the School in any contract or other obligation absent express written authority from School.

2. Independent Service Provider. The Parties acknowledge that School is a member of SGCA pursuant to California Corporations Code Section 5056. The relationship created by this Agreement is that of SGCA as a service provider to School, it does not create a partnership, joint venture, or employment relationship. Nothing in this Agreement shall confer upon any SGCA or School employee any rights or remedies, including any right to employment, as an employee of the other Party. The Parties agree as follows:

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

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

c. The Parties agree that SGCA shall not lease its employees to the School. School shall employ all of its personnel, including certificated personnel responsible for the delivery of instruction. School shall determine and manage compensation (salary and benefit) plans for its employees; provided, however, that School shall oversee and may consult with SGCA and SGCA will assist with providing payroll and related services pursuant to the scope of Services.

d. SGCA certifies that any of its employees who perform school-site services or transportation services for School, or who may have substantial contact with students at School as determined by School in its reasonable discretion, shall be screened in compliance with Education Code section 45125.1 and SGCA shall otherwise comply with that statute.

3. Services Provided by SGCA. During the term of this Agreement, SGCA shall provide to School the goods and services, including the staff necessary to provide the services, listed in Attachment A to this Agreement (the "**Services**"). SGCA is not obligated to devote all of its time or efforts to School, but shall devote the time, effort, and skill reasonably necessary to provide the Services to School. SGCA

reserves the right to subcontract with third parties for the provision of the Services. The Parties may mutually agree to modify the Services at any time by amending Attachment A in writing; provided, however, the Parties will also adjust the Annual Fee commensurately pursuant to Section 5, if necessary, and SGCA shall only deliver task-related services that are performed at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority.

4. Term. The term of this Agreement shall commence on July 1, 2021 and continue through June 30, 2022 and shall automatically renew for consecutive one (1) year terms unless otherwise terminated pursuant to section 14, subject to any amendments to the Services or Annual Fee in accordance with Sections 3 and 5. This Agreement may be amended in accordance with Section 22 or terminated in accordance with Section 14.

5. Annual Fee. As compensation for the Services during the first year of the Term (the 2021- 22 fiscal year), School shall pay SGCA an annual fee of nine percent (9%) of the School's annual "**Revenue**" while the Parties determine SGCA's actual costs for performing such Services. For purposes of this Agreement, Revenue shall mean the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02 and implemented by Section 42238.3. Revenue shall not include charitable contributions made to the School, one-time or federal restricted grant funds such as PCSGP grants, or other federal funding programs.

a. The Annual Fee shall be paid by School to SGCA in twelve (12) monthly installments per fiscal year with each payment being due no later than the tenth (10^{th}) day of each month in which a payment is due.

b. At the end of each fiscal quarter and annually no later than June 30, SGCA shall reconcile its actual expenses to provide the Services to its four (4) members per quarter and in said year. In the event that the total revenue that SGCA receives exceeds its actual expenses, SGCA shall refund the school's proportionate share of said overpayment to School within thirty (30) days of the end of the fiscal year. In the event that the total amount of the Annual Fee paid by School for the subject year is less than the school's share of SGCA's actual expenses based on the third quarter financials, SGCA will request the governing board of the school to approve an additional payment by the end of the fiscal year.

c. The Annual Fee shall be reviewed and renegotiated by the SGCA and its members at the end of each fiscal year based on SGCA's projected annual costs to provide the Services for the coming fiscal year. In addition, any member or SGCA may propose at any time during the term

adjustments to increase or decrease the Annual Fee, taking into account that SGCA is organized as a 501(c)(3) tax-exempt supporting organization. The SGCA and its members shall negotiate any such adjustments in good faith, and any adjustment of the Annual Fee shall be documented in writing approved by both Parties' governing bodies.

6. Costs. In addition to the Annual Fee, School shall reimburse SGCA for direct "pass through" costs and expenses, according to the pass through agreement, incurred in performing the Services specifically for School with prior approval of the school consistent with school fiscal policies and procedures, including, but not limited to: equipment, materials, or supplies purchased from third parties at the request of the School; platform subscription or license fees; filing or corporate fees; marketing communication, and development costs (e.g. print materials, postage for mailers, and costs of newspaper, radio, television, billboard or other broadcast advertisements); and fees of other third parties consulted by SGCA at the request of the School. However, no pass-through costs will be owed for expenses that are built into SGCA's Annual Fee, including services provided by subcontractors.

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

b. Marketing, communication and development costs charged to School with prior approval shall be limited to those costs specific to the School's program, and shall not include any costs for the marketing of the Sequoia Grove Charter Alliance brand or development of SGCA goods, service or intellectual property.

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

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

8. Cooperation. School shall make available to SGCA, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for SGCA to provide the Services under this Agreement. School staff, and the governing body of the School as necessary, shall work closely and cooperatively with SGCA to facilitate SGCA's effective performance and delivery of the Services.

9. Conflicts of Interest. The Parties recognize that it is important that School be assured that SGCA staff acts at all times with integrity. School has adopted a conflict of interest code under the California Political Reform Act. SGCA acknowledges that School may require certain SGCA staff to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that act.

10. Intellectual Property. The intellectual property, including any work product, materials, products, inventions, works, and deliverables ("**Intellectual Property**"), developed or prepared by SGCA pursuant to this Agreement is and shall remain the exclusive property of SGCA. Similarly, any Intellectual Property owned by School, or another member of SGCA, and used by SGCA related to this Agreement is and shall remain the property of School, or the other member of SGCA. No Party shall have the right to grant a license, sublicense, or any other use or rights to the Intellectual Property of the other Party. Upon expiration or termination of this Agreement, the Intellectual Property of each Party in the possession of the other Party shall be returned and/or destroyed, as applicable.

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

a. "**Confidential Information**" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental

agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

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

c. The Parties understand and acknowledge that School's financial, educational, and student records are School property and may be subject to the California Public Records Act. SGCA shall make all School records physically or electronically available to School, upon School's request.

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

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

12. Student Information. The Parties will each comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) ("**COPPA**"), and other applicable state and federal laws pertaining to student information and privacy. SGCA is a "third party" which may receive pupil records under California Education Code Section 49073.1(d)(6).

a. SGCA shall be designated as having a legitimate educational interest in accessing School's student education records, as that term is defined by and for purposes of FERPA, thereby allowing SGCA to access personally identifiable information from student education records from School in order to provide its services. For purposes of this Agreement, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. SGCA shall not use or disclose pupil records, including personally identifiable information, received from or on behalf of School except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by School. SGCA shall protect the pupil records it receives from or on behalf of School in full compliance with state and federal law. SGCA will designate and train responsible individuals to ensure the security and confidentiality of pupil records. SGCA shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or on behalf of School. In the event of an unauthorized disclosure of PII, SGCA shall notify School as soon as practicable, and shall, upon School's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

b. SGCA shall not use PII in pupil records to engage in targeted advertising contrary to California law.

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

13. Insurance.

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

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

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

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

14. Termination.

a. Either Party may terminate this Agreement without cause or a financial penalty upon at least sixty (60) days' written notice to the other Party, and such termination shall be effective as of the end of the then-current school year to minimize disruptions to the School's operations and the other members of SGCA.

b. Either Party may terminate this Agreement for breach of a material term or condition of this Agreement upon sixty (60) days' written notice to the other Party. Such written notice shall identify the breach and provide thirty (30) days for the other Party to cure.

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

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

i. School shall pay SGCA any due and unpaid portion of the Annual Fee and costs for Services performed by SGCA through the effective date of termination.

ii. SGCA shall provide reasonable assistance to School to transition to another service provider, during which time School shall reimburse SGCA for all reasonable expenses incurred by SGCA in providing such transition assistance.

iii. SGCA shall work with schools to assign any equipment, vehicle or facility leases used solely by or for the benefit of or use by School.

iv. As soon as practicable, SGCA shall return to School and destroy all student-related, fiscal, human resources data, and all other records of School maintained by SGCA, whether held in electronic or physical form. SGCA shall additionally: complete a full data migration of the School's data and records in a disaggregated and accessible/usable format; migrate Google accounts from current domain to a new domain, if applicable; configure new G-Suite domains, if applicable; any transfer any ownership rights in the School's Intellectual Property, including domain name(s), website (including information on and from the website), logos, mascots, etc.

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

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

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

18. Assignment. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Party. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

19. Dispute Resolution. If a dispute arises out of, or in connection with this Agreement, and the Parties do not resolve some or all of the dispute through negotiation, then the Parties agree to attempt to resolve the matter through mediation prior to the filing of any litigation. Following negotiations, either Party may submit a notice of intent to mediate. This notice shall be in writing and shall specify the issue(s) in dispute. The Parties agree to jointly select a mediator. Each Party shall be responsible for its own costs and expenses related to participation in mediation. Each Party shall cooperate fully and fairly with the mediator and shall attempt to reach a mutually satisfactory compromise of the matter in dispute.

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

To SGCA:

Sequoia Grove Charter Alliance
8950 Cal Center Drive, Ste. 110
Sacramento, CA 95826

To School:
Clarksville Charter School
4818 Golden Foothill Parkway
El Dorado Hills, Ca 95762

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

22. Amendments. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both Parties. The Parties anticipate additional and/or revised services to be provided through amendments to Attachment A and commensurate adjustment of the Annual Fee, if necessary. Such amendments may be negotiated directly by staff of School and SGCA at any time, and shall be brought to the governing body of each Party to approve~~,~~ if necessary.

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

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

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

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

27. Governing Law. This Agreement shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

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

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

Sequoia Grove Charter Alliance,
a California nonprofit public benefit corporation

By:
Name:
Its:
Date: , 2021

Clarksville Charter School,
a California nonprofit public benefit corporation

By:
Name:
Its:
Date: , 2021

ATTACHMENT A
DESCRIPTION OF SGCA SERVICES

Description of Services
Enrollment: School Pathways, Compliance, CALPADS, SAA, Reg Online, Live Registration Support, Reporting and analysis, Attendance data reports, maintain accurate data for staff, Collaborates on State and Federal Reporting
Records: Withdrawals, Transcripts, Work Permits, Diplomas, Cumulative Files, SPED Records, Military Security Clearance Forms
Accountability & Compliance: Verifies & Audits Attendance Logs, Work Samples, Household Data Collection Forms, Prepares all documents for Annual Audit Guide, State Attendance Reports, SIS support to staff and families,
Tech Services: Contract with Charter Tech Services- Google Suite, Domain Maintenance, Google Admin Console, Firewalls, Technical Support, Phone Services, Internet Service, Software Licensing, Technology Bulk Pricing, Support, Order Fulfillment, Student & Staff Tech Equipment Order Fulfillment, Returns, and Repairs, Accounting and inventory of all Tech assets, Website support, etc..
Procurement: Ordering System, Order Processing, Curriculum Ordering, Bulk Purchases, Invoice Allocations, Invoicing, Groups Licensing & Group Enrollment, coordinate subscriptions ordered through the OPS system, Process and check all enrichment orders, Provide customer phone support, Audit accounts and make sure funds are correct. All procurement and curriculum support is subject to school policy and prior approval by school.
Mobile Lending Library: Hub Lease, Van Purchase, Driver, Inventory Oversight, Restitution process
Field Trips/Events: Maintain Field Trip Ordering System, Process all Field Trip Requests, Coordinate insurance, Assist with bulk orders. Support schools with staff and student events as requested. Support schools with fundraising events, the proceeds from which shall remain with the schools.
Community Partners: Relations, Invoicing & Onboarding, Enrichment Certificate reconciliation/adjustments, Maintain vendor supporting document including insurance and W-9s
Business: MOU Calculations, Divvy Card Users, Payroll Master Compilation: Stipend Forms, Submission, Tax Account Set Up AP Invoice. Processing: Smartsheet Administration, Invoice Routing, Audit Compliance
HR: Clocking, Contracts, Credentialing, Employment Verification, Compliance Training, Onboarding. Sequoia Grove will not make hiring/firing/evaluation decisions on behalf of the school.
Insurance: Procure and maintain Insurance Coverage: Events, Facilities, Board & Officers, Retirement Program Administration, Medical Benefits
Facilities: Lease Agreement, Business License, Alarms, Security, Pest Control, Emergency Handbook, Facilities Repairs

Coversheet

Stipends Chart

Section: II. Finance
Item: H. Stipends Chart
Purpose: Vote
Submitted by:
Related Material: 21-22 Stipend Info_0621.pdf

Extra Duty Stipend Title	Stipend Amount	Stipend Description Uploaded
Academic Decathlon Teacher	$ 2,500	Teacher selected will lead students in our school's academic decathlon program.
Adventure Academy Academic Elective Course Teacher (1 day/week)	$300/4 week session	Teachers selected 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 Teacher (2 days/week)	$600/4 week session	Teachers selected will develop course content around approriate grade level standards, provide direct instruction, ongoing parent/student support, and evaluate student work as needed.
California Healthy Youth Act Coach	$ 2,500	Teacher selected will support the CHYA program and hold office hours for students.
Director Benefits	$300/month	Phone and auto assistance due to increased responsibilites of top level Director-level positions
Diversity and Inclusion Advisor	$ 3,500	Teacher selected will advise across school departments to support diversity and inclusion in our schools.
ELPAC Testing Stipend	$250 - $750	Teachers selected will assist with ELPAC testing. Stipend determined by number of students tested.
Extended School Year (ESY)	$ 3,500	Special education teachers selected to provide an extra 20 days of special education services from the end of the academic school year to approximately July.
Extra Student Stipend	$100/month/student over base roster	Teachers approved may serve additional students beyond their base roster size.
High School Elective Class Teacher (min 15 students) 1 day/week	$1500/semester	Teachers selected will teach a high school elective course that is in school's course catalog one day per week within an online platform.
High School Elective Class Teacher (min 15 students) 2 days/week	$2500/semester	Teachers selected will teach a high school elective course that is in school's course catalog two days per week within an online platform.
Military Cadet Core Teacher	$5000/semester	Teacher selected will teach high school Military course (two days per week) and a course for the Adventure Academy (one day per week). Lead in-person drill activity (one day per month) and attend all California Cadet Corps training, including in-person camp in July (one week). Coordinate with military personnel as needed to promote the program.
National Honor Society/National Junior Honor Society Advisor	$ 1,000	Teacher selected will partner with NHS/NHJS to support program for students who qualify or will qualify for program.
New Teacher Mentor	$500/teacher/semester	Teachers selected will serve as mentors to new teachers.
Prospective Family Outreach	$300/semester	Teachers selected will communicate with new and prospective families and assist with virtual information sessions.
Special Projects	$250-$1500 depending on project time/duties	Teacher selected to lead a special project identified by the Executive Director as an essential project not listed on stipend sheet that does not fit within the approved job descriptions.
WASC Self-Study Lead	$ 2,500	Teacher selected will coordinate all areas of the WASC self-study. Facilitate staff input, 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 lead 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 Accountability Assistant (per school)	$ 500	Teacher selected will work 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.

**all stipends listed are per school year unless otherwise noted*

Coversheet

Resolution to Change Email Addresses and Other Contract Information on all Policies and Documents

Section: III. Operations
Item: A. Resolution to Change Email Addresses and Other Contract Information on all Policies and Documents
Purpose: Vote
Submitted by:
Related Material: Board Resolution - Updates North Schools-Clarksville.pdf

BACKGROUND:
The purpose of this resolution is to approve the adjustments to the Physical Address, Email Addresses, Phone Numbers, Fax Numbers, Logos, and Any Other Items Due to the Adjustment and Transition with the New Charter Services Organization.

RECOMMENDATION:
Recommended for Board approval.

Clarksville Charter School

BOARD RESOLUTION 2021

Adoption of Clarksville Charter School Approving the Adjustments to the Physical Address, Email Addresses, Phone Numbers, Fax Numbers, Logos, and Any Other Items Due to the Adjustment and Transition with the New Charter Services Organization.

WHEREAS, Clarksville Charter School, the School, previously had a contract with Provenance, DBA ThinkSuite, whose contracted services included information technology, website, and facilities support.

WHEREAS, the School voted on February 25, 2021 to sever the contract with Provenance, DBA ThinkSuite, with the last date of service on June 30, 2021.

WHEREAS, the School voted on January 28, 2021 to contract with Sequoia Grove Charter Alliance, whose contracted services included information technology, website, and facilities support.

NOW, THEREFORE BE IT RESOLVED:

1. The School grants permission for the Executive Director to make adjustments to the physical address, email addresses, phone numbers, fax numbers, logos, and any other items due to the adjustment and transition with the new Charter Services Organization: Sequoia Grove Charter Alliance.

2. The School grants permission for all charter school documents, school policies, school websites, corporate filings documents, and any other documents to be updated as needed due to any adjustments made to the physical address, email addresses, phone numbers, fax numbers, logos, and any other items due to the adjustment and transition with the new Charter Services Organization: Sequoia Grove Charter Alliance.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Clarksville Charter School, a California nonprofit public benefit corporation, County of El Dorado, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Clarksville Charter School which was duly and regularly held on June 14, 2021, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2021.

_____
Secretary of the Board of Directors of
Clarksville Charter School

Coversheet

Conflict Waiver for Representation of Sequoia Grove Charter Alliance

Section:	III. Operations
Item:	B. Conflict Waiver for Representation of Sequoia Grove Charter Alliance
Purpose:	Vote
Submitted by:	
Related Material:	Conflict Waiver for Sequoia Grove and Schools.pdf

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SAN DIEGO
DEL MAR HEIGHTS
SILICON VALLEY
ORANGE COUNTY
LAS VEGAS
PHOENIX

May 26, 2021

CONFIDENTIAL / ATTORNEY-CLIENT PRIVILEGED

Board of Directors
Sequoia Grove Charter Alliance
c/o Jason Baldwin, Board Chair
4305 S. Meridian Road
Meridian, CA 95957

Board of Directors
Feather River Charter School
c/o Jenell Sherman, Executive Director
4305 S. Meridian Road
Meridian, CA 95957

Board of Directors
Clarksville Charter School
c/o Jenell Sherman, Executive Director
4818 Golden Foothills Parkway #9
El Dorado Hills, CA 95762

Board of Directors
Lake View Charter School
c/o Julie Haycock, Executive Director
4672 County Road N
Orland, CA 95963

Board of Directors
Winship Community School
c/o Julie Haycock, Executive Director
1740 E. Huntington Dr. #205
Duarte, CA 91010

Re: Informed Consent and Waiver with Regard to Conflicts of Interest

Dear Board Members:

Procopio, Cory, Hargreaves & Savitch, LLP (the "Firm") currently provides legal counsel to Feather River Charter School, Clarksville Charter School, Lake View Charter School and Winship Community School (collectively, the "Schools"), including to assist with the formation and operation of Sequoia Grove Charter Alliance ("Sequoia Grove"). We understand that the Schools currently provide shared services and resources to each other, including shared staff resources, and that many administrative tasks and resources will be undertaken by Sequoia Grove and performed by Sequoia Grove and its staff pursuant to services agreements with the Schools. Each of the Schools serves as a corporate member of Sequoia Grove, with the authority to designate a representative on Sequoia Grove's governing board, to approve Sequoia Grove's chief administrator, and to oversee Sequoia Grove's services to the Schools.

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We have been asked to represent Sequoia Grove with respect to its operations, such as to develop employment contracts for staff hired by Sequoia Grove who would ultimately perform the administrative tasks that support the Schools, to develop the agreements by which Sequoia Grove would provide administrative tasks and resources to the Schools and other agreements between the Schools and Sequoia Grove, and to assist with Sequoia Grove's ongoing operations.

Our joint and continued representation of the Schools and Sequoia Grove may create certain conflicts of interest, in that the interests and objectives of each client individually on certain issues may become inconsistent with the interests and objectives of the others. The joint representation of multiple clients may result in economic and/or tactical advantages. However, you should be aware that multiple representation also involves significant risks. First, it may result in divided, or at least shared, attorney-client loyalties. It may also limit the lawyer's ability to recommend or advocate all possible positions that each client might take because of the lawyer's duty of loyalty to the other clients. Also, the lawyer might not be able to offer alternatives that would otherwise be available to each of the clients absent the joint representation.

Although we are not currently aware of any actual or reasonably foreseeable adverse effects of such divided or shared loyalty, it is possible that issues may arise as to which our representation of any of you individually may be materially limited by our representation of all of you. As an example, Sequoia Grove may seek to hire employees of the Schools pursuant to the terms and conditions of the employment contracts we would develop and, in turn, the services and support that Sequoia Grove provides to the Schools pursuant to the services agreement would be based, in part, by those hired employees and the terms of their employment. The interests of the Schools, individually or collectively, may potentially or actually conflict with the interests of Sequoia Grove in developing the employment contracts or services agreements, resulting in our divided or shared loyalty.

Furthermore, because we will be jointly retained by each of you, in the event of a dispute among you, the attorney-client privilege generally will not protect communications that have taken place between each of you and attorneys in our firm. Moreover, pursuant to this joint client arrangement, anything any of you discloses to us may be disclosed by us to the others. You may not communicate to us any information which you do not wish to be communicated to any other client whom we are representing pursuant to this arrangement.

In the event of a dispute or conflict between the Schools and Sequoia Grove, there is a risk that we may be disqualified from representing you absent written consent from you at that time. We anticipate that if such a conflict or dispute were to arise, we would continue to represent the Schools, notwithstanding any adversity between you. Accordingly, we are asking that you consent to our continued and future representation of the Schools and agree not to assert any conflict of interest or seek to disqualify us from representing the Schools, notwithstanding any adversity that may develop. By signing and returning to us the agreement and consent set forth at the end of this letter, you are consenting to such arrangement and are waiving any conflicts regarding that arrangement. Notwithstanding such waiver and consent, depending on the circumstances, there remains some degree of risk that we could be disqualified from representing any of you in the event of a dispute.

As attorneys, we are governed by specific rules relating to our representation of clients when actual or potential conflicts of interest exist, or where there is a significant risk that our representation of each of you may be materially limited by our duties to other clients we are representing in the

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engagement. In particular, Rule 1.7 of the Rules of Professional Conduct of the State Bar of California provides in relevant part:

> (a) A lawyer shall not, without informed written consent from each client and compliance with paragraph (d), represent a client if the representation is directly adverse to another client in the same or separate matter.
>
> (b) A lawyer shall not, without informed written consent from each affected client and compliance with paragraph (d), represent a client if there is a significant risk the lawyer's representation of the client will be materially limited by the lawyer's responsibilities to or relationships with another client, a former client, a third person or by the lawyer's own interests.
>
> ***
>
> (d) Representation is permitted under this rule only if the lawyer complies with paragraphs (a) [and] (b) ..., and:
>
> (1) the lawyer reasonably believes that the lawyer will be able to provide competent and diligent representation to each affected client;
>
> (2) the representation is not prohibited by law; and
>
> (3) the representation does not involve the assertion of a claim by one client against another client represented by the lawyer in this same litigation or proceeding before a tribunal.
>
> (e) For purposes of this rule, "matter" includes any judicial or other proceeding, application, request for a ruling or other determination, contract, transaction, claim, controversy, investigation, charge, accusation, arrest or other deliberation, decision or action that is focused on the interests of specific persons, or a discrete and identifiable class of persons.

Under the Rules of Professional Conduct, "Informed consent" means a person's agreement to a proposed course of conduct after the lawyer has communicated and explained (i) the relevant circumstances and (ii) the material risks, including any actual or reasonably foreseeable adverse consequences of the proposed course of conduct. "Informed written consent" means that the disclosure and the consent required must be in writing.

Notwithstanding these risks, you have advised us that in this matter at the present time you do not desire to seek other counsel but instead you desire that we represent your multiple interests. Because the interests of any one of you may become inconsistent with the interests of the others, under the ethical standards discussed above, we are required to bring this matter to your attention and to obtain your consent before representing you in this matter.

Accordingly, we request that you signify your informed written consent to this representation by signing this letter below. We encourage you to seek independent counsel regarding the import of this consent, if you so desire, and we emphasize that you remain completely free to seek independent counsel at any time even if you decide to sign the consent set forth below. If these conditions are

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acceptable, please sign where indicated below and return a copy to me. If you have any questions, please contact me. Thank you very much for your cooperation.

Sincerely,

Kevin M. Davis

INFORMED CONSENT AND WAIVER

Procopio, Cory, Hargreaves & Savitch LLP has explained to each of the undersigned that there exist potential conflicts of interest in the joint representation of the undersigned in connection with the above-described matter and has informed each of the undersigned of the possible consequences of such.

Each of the undersigned will immediately notify Procopio, Cory, Hargreaves & Savitch LLP in writing if you believe any issues arise where your interests diverge with the other clients listed below and a conflict may exist.

Each of the undersigned understands that it has the right to, and has been encouraged to, consult with independent counsel before signing this agreement.

Each of the undersigned consents to the joint representation of the undersigned by Procopio, Cory, Hargreaves & Savitch LLP on the terms outlined above.

Dated: _____ **SEQUOIA GROVE CHARTER ALLIANCE**

By: _____
Its: _____
Print Name: _____

Dated: _____ **FEATHER RIVER CHARTER SCHOOL**

By: _____
Its: _____
Print Name: _____

[Signatures Continued on the Next Page.]

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Dated: _____

CLARKSVILLE CHARTER SCHOOL

By: _____
Its: _____
Print Name: _____

Dated: _____

LAKE VIEW CHARTER SCHOOL

By: _____
Its: _____
Print Name: _____

Dated: _____

WINSHIP COMMUNITY SCHOOL

By: _____
Its: _____
Print Name: _____

Coversheet

Animals at School Policy

Section: III. Operations
Item: C. Animals at School Policy
Purpose: Vote
Submitted by:
Related Material: Animals at School Policy_-_Clarksville.pdf

BACKGROUND:
The purpose this Animals at School Policy is to accomplish the following in accordance with Administrative Regulation 6163.2:

- Establish Use of Animals for Instructional Purposes. Animals can be effective teaching aids to students and by assisting individuals with disabilities to access school programs and activities
- Establish Use of Service Animals by Individuals with Disabilities
- Executive Director or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected

RECOMMENDATION:
Recommended for Board approval.

Animals at School Policy

Animals at School Policy

The Clarksville Charter School Governing Board recognizes that animals can contribute to Clarksville Charter School's instructional program by being effective teaching aids to students and by assisting individuals with disabilities to access school programs and activities. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

The Executive Director or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the school assumes no liability for the safety of animals allowed on school property.

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

1. Establish Use of Animals for Instructional Purposes
2. Establish Use of Service Animals by Individuals with Disabilities

1. Use of Animals for Instructional Purposes

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the Executive Director or designee. The Executive Director or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the Executive Director shall take appropriate measures to protect the student from exposure to the animal.

All animals brought to school must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.

All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner.

The teacher shall ensure that students receive instructions regarding the proper handling ofand personal hygiene around animals.

Except for service animals, as defined below, all animals are prohibited on schooltransportation services. (Education Code 39839; 13 CCR 1216)

2. Use of Service Animals by Individuals with Disabilities

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dogthat helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a serviceanimal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors. (28 CFR 35.104)

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, orservice dogs. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

The Executive Director or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that: (28 CFR 35.136)

1. The district's facility can accommodate the type, size, and weight of the horse.
2. The individual has sufficient control of the horse.
3. The horse is housebroken.
4. The horse's presence in the specific facility does not compromise legitimate safetyrequirements of the facility.

The Executive Director or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

Coversheet

Safe Return to In-Person Instruction Plan

Section: III. Operations
Item: D. Safe Return to In-Person Instruction Plan
Purpose: FYI
Submitted by:
Related Material: COVID_19_Model_Prevention_Program__CCSv.1_1.21.21_-_signed.pdf
returnplantemplate (1).pdf

BACKGROUND:
The Interim Final Requirements issued by U.S. Department of Education outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person
instruction (either in-progress or planned) as well as ensuring continuity of services
should the LEA be required to close temporarily for COVID-19-related public health reasons in the future.
This template has been created to assist LEAs in the creation of these plans and to
ensure all required elements are met.

COVID-19 Prevention Program (CPP) for Clarksville Charter School

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace. Clarksville Charter School has a Resource Center. The CPP is written in relation to the Resource Center.

Date: January 22, 2021

Authority and Responsibility

Jenell Sherman has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all certificated and classified employees are responsible for implementing and maintaining the CPP in their assigned work areas.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by attending mandatory training offered by county or state agencies or representatives. All employees must complete this training to its completion and provide evidence that such training has been accomplished.

Family Education

Families will view the COVID-19 Reopening Plan on the school's website and receive a letter from administration with COVID-19 related safety plans for both students and staff.

Employee Screening

We screen our employees by directly screening employees when they come to work, and having them self-screen according to CDPH guidelines prior to leaving for work. We ensure that face coverings are used during screening by both screeners and employees and we measure temperatures with a non-contact thermometer.

Student Screening

Students will have their temperature checked at the front of the school, and/or at the staff

parking lot entrance. There will be spaces marked for students to wait to be checked in order to maintain social distancing. If they have a fever of 100.4 F or higher, they will not be allowed to attend school that day. If their parent is not on campus, the student will go to the isolation area and parent/guardian will be contacted for immediate pick up.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

Commonly used areas such as restrooms, staff rooms, dining areas, and recreation areas will be cleaned and disinfected immediately after use. Cleaning and disinfecting materials will be accessible at all areas used by staff. The onsite custodian (if available) will perform such duties. If one is not available, it is the responsibility of the staff member to perform the duty of disinfecting the area(s) used.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
- Staggered break times.
- Reference section **3205**(c)(6) for details

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Entrance, Egress and Movement Within the School

- Students will enter the resource center and will be separated at least 6 feet apart and wearing masks.
- Students will have their temperature checked at the front of the resource center, and/or at the staff parking lot entrance. There will be spaces marked for students to wait to be checked in order to maintain social distancing. If they have a fever of 100.4 F or higher, they will not be allowed to attend school that day. If their parent is not at the resource center, the student will go to the isolation area and parent/guardian will be contacted for immediate pick up.
- Resource center access will be limited to staff, students, and parents/guardians on official business ONLY. (No volunteers and visitors on campus.)

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. If a student or staff member is in need of a face covering, WCS will provide one. In case of loss, a replacement face cover will be available.

STAFF:

All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA

standards require respiratory protection. If a staff member encounters a colleague not using a face covering, they are encouraged to remind their colleague of the practice of wearing face coverings. If a staff member does not feel comfortable confronting his/her colleague or the colleague refuses to adhere to the policy, he/she may report the incident to the supervisor on site.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

STUDENTS:

Students and staff will be frequently reminded not to touch the face covering and to wash their hands frequently.

Students in all grade levels K-8 are required to wear face coverings at all times, while at school, unless exempted. A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.

In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.

Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals: Staff members will always have the benefit of at least six feet from another staff member. If not, staff members will always wear face coverings.

We maximize, to the extent feasible, the quantity of outside air for our buildings with

mechanical or natural ventilation systems by:

- Heating and air systems will be checked properly by professionals if there appears to be a malfunction.
- Ventilation systems will have filters replaced periodically in order to maintain a clean flow of filtered air.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Adequate and appropriate state approved supplies are provided to the staff for the cleaning and disinfecting of commonly used areas. A custodian will clean and disinfect the commonly used areas immediately after use.
- Signs are located in all commonly used areas reminding staff to properly disinfect the area they used or to inform custodial staff.
- Frequently-touched surfaces at school will be cleaned daily
- Outdoor playgrounds/natural play areas only need routine maintenance. Children will wash or sanitize their hands before and after using these spaces .
    - Note: When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

Should a COVID-19 case occur in our workplace, the custodial staff will immediately disinfect all areas in which the case was present. They will wear proper protection equipment (gloves, face covering, etc), and all staff, students, and personnel will be kept at a distance from said area(s).

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by our custodial staff or staff member in charge by using the cleaning materials provided. This will be done immediately after use of the equipment.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Provide sanitary handwashing facilities.
- Provide hand sanitizer in all classrooms or commonly used areas.
- Encouraging and allowing time for employee handwashing.
- Providing employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds each time.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. **[see section 3205(c)(E) of the Department of Industrial Relations for details on required respirator and eye protection use.]**

Actions to take if there is a confirmed or suspected case of COVID-19 in a school			
	Student or Staff with:	**Action**	**Communication with school community**
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19.	• Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open.	• No action needed.
2.	Close contact **(†)** with a confirmed COVID-19 case.	• Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open.	• Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting.
3.	Confirmed COVID- 19 case infection.	• Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts **(†)**, inform the LHD of identified contacts, and exclude contacts (possibly the entire stable group **(††)**) from school for 10 days after the last date the case was present at school while infectious. • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary	• School community notification of a known case. • Notification of persons with potential exposure if case was present in school while infectious

		spaces where case spent significant time. • School remains open.	
4.	Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.	• May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open.	• Consider school community notification if prior awareness of testing.

(†) A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- If an employee is experiencing COVID-19 symptoms, they will immediately report it to their site supervisor
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Employees will be encouraged to take COVID-19 test to ensure that the virus is not brought back to the workplace.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.
- If there is a positive

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Appendix D: COVID-19 Training Roster will be used to document this training.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized

employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
  - COVID-19 symptoms have improved.
  - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

Jenell Sherman (Jan 26, 2021 08:59 PST)

Date: Jan 26, 2021

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	**Places and times**	**Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers**	**Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation**

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated: **Clarksville Charter School (4818 Golden Foothills Parkway #9, El Dorado Hills, CA 95762)**

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	
Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

<table>
<tr><td colspan="4">Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</td></tr>
<tr><td rowspan="2">All employees who may have had COVID-19 exposure and their authorized representatives.</td><td>Date:</td><td colspan="2"></td></tr>
<tr><td>Names of employees that were notified:</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Independent contractors and other employers present at the workplace during the high-risk exposure period.</td><td>Date:</td><td colspan="2"></td></tr>
<tr><td>Names of individuals that were notified:</td><td colspan="2"></td></tr>
<tr><td>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</td><td></td><td>What could be done to reduce exposure to COVID-19?</td><td></td></tr>
<tr><td>Was local health department notified?</td><td></td><td>Date:</td><td></td></tr>
</table>

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
  - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
  - We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 investigation, review and hazard correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.
- Updating the review:
  - Every thirty days that the outbreak continues.
  - In response to new information or to new or previously unrecognized COVID-19 hazards.
  - When otherwise necessary.

- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.
  - Improving air filtration.
  - Increasing physical distancing as much as possible.
  - Respiratory protection.
  - [describe other applicable controls].

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria,** and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP I**nvestigating and Responding to COVID-19 Cases**.

COVID-19 hazard correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the local health department

We will comply with the requirements of our **Multiple COVID-19 Infections** and **COVID-19 Outbreaks-Notifications to the Local Health Department.**

COVID 19 Model Prevention Program, CCSv.1,1.21.21

Final Audit Report 2021-01-26

Created:	2021-01-25
By:	Katie Royer (kroyer@inspireschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdlyopZRz-U56SoVkNjCaWsnVXmzrbVG6

"COVID 19 Model Prevention Program, CCSv.1,1.21.21" History

Document created by Katie Royer (kroyer@inspireschools.org)
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Signature Date: 2021-01-26 - 4:59:53 PM GMT - Time Source: server- IP address: 107.77.212.201

Agreement completed.
2021-01-26 - 4:59:53 PM GMT

Adobe Sign

California Department of Education
June 2021

American Rescue Plan Act
Elementary and Secondary School Relief Fund (ESSER III)
Safe Return to In-Person Instruction
Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly $122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf
- ARP Act text: https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: https://www2.ed.gov/documents/coronavirus/reopening.pdf
- ED COVID-19 Handbook Volume II: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
- ESEA Evidence-Based Guidance: https://oese.ed.gov/files/2020/07/guidanceuseseinvestment.pdf
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances. If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Option for ensuring safe in-person instruction and continuity of services:

◯ has developed a plan ◯ will amend its plan

1. Please choose one:

◯ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

◯ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

   Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

   Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

In addition, the LEA provides the following assurances:

☐ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- Please insert link to the plan:

☐ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

☐ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

☐ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

☐ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

☐ The LEA has created its plan in an understandable and uniform format.

☐ The LEA's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.

☐ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Coversheet

Public Hearing of Safe Return to In-Person Instruction Plan

Section:	III. Operations
Item:	E. Public Hearing of Safe Return to In-Person Instruction Plan
Purpose:	Discuss
Submitted by:	
Related Material:	Notice_of_Public_Hearing_CCS (1).pdf

CLARKSVILLE
CHARTER SCHOOL

NOTICE OF PUBLIC HEARING

The Governing Board of Clarksville Charter School will hold a public hearing on the Safe Return to In-Person Instruction Plan.

The public hearing will be held via Zoom on June 14, 2021at 6:30 PM.

Zoom Link: https://zoom.us/j/97941194462
Meeting ID: 979 4119 4462
Join by Phone: (669) 900-6833

Members of the public are cordially invited to attend this meeting to provide comment at the Public Hearing. Public comment can also be submitted in writing via email to board@clarksvillecharterschool.org

The Safe Return to In-Person Instruction Plan will be available 72 hours prior to the board meeting and can be accessed on the school website.

Requests for any disability-related modification or accommodations, including auxiliary aids or service in order to participate in the public hearing may be made by contacting staff at (916) 241-8657 at least two days prior to the scheduled hearing.

Coversheet

Local Control and Accountability Plan 2021-2022

Section: IV. Academic Excellence
Item: A. Local Control and Accountability Plan 2021-2022
Purpose: Vote
Submitted by:
Related Material: LCAP_with_Expenditures_CCS_21-22final,v.1.pdf

BACKGROUND:
This is the final version of the Local Control and Accountability Plan 2021-2024. Staff is seeking Board approval.

RECOMMENDATION:
Recommended for Board approval.

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).

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

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.

	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

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.

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

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.

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

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.

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.

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

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.

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

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

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

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.

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

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

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.

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

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

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%

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%

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%

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.	$244,747	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

	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

		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.

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%

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%

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

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

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.

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%

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%

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

		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

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.

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.

- ✔ **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

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.

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.

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	All	Yes	Schoolwide	All	All	3 years	$ 52,407	$ -	$ 52,407	$ -	$ -	$ -	$ 52,407
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	SWD'S	Yes	Limited	N/A	All	3 years	$ 244,747	$ -	$ 244,747	$ -	$ -	$ -	$ 244,747
1	3	Implement and assess formative and interim assessments	All	Yes	Schoolwide	All	All	3 years	$ -	$ 28,466	$ 28,466	$ -	$ -	$ -	$ 28,466
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	All	Yes	Schoolwide	All	Elementary	3 years	$ 46,118	$ -	$ 46,118	$ -	$ -	$ -	$ 46,118
1	5	Purchase additional technology	All	Yes	Schoolwide	All	All	3 years	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	All	Yes	Schoolwide	All	All	3 years	$ 127,540	$ -	$ 127,540	$ -	$ -	$ -	$ 127,540
1	7	Student Study Team (SST), & Section 504 access, process, and compliance	All	Yes	Schoolwide	All	All	3 years	$ -	$ 1,374	$ 1,374	$ -	$ -	$ -	$ 1,374
2	1	Fund support staff for unduplicated student support	All	Yes	Schoolwide	All	All	3 years	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	English Learners	Yes	Limited	English Learners	All	3 years	$ 32,701	$ -	$ 32,701	$ -	$ -	$ -	$ 32,701
2	3	Fund School Counselor/SST Coordinator	All	Yes	Schoolwide	All	All	3 years	$ 32,076	$ -	$ 32,076	$ -	$ -	$ -	$ 32,076
2	4	Fund positions for monitoring student achievement data	All	Yes	Schoolwide	All	All	3 years	$ 81,566	$ -	$ 81,566	$ -	$ -	$ -	$ 81,566
3	1	Increase number of course offerings in college and career indicators	All	Yes	Schoolwide	All	High School	3 years	$ 60,222	$ -	$ 60,222	$ -	$ -	$ -	$ 60,222
3	2	Provide College Readiness Assessments and Preparatory Workshops	All	Yes	Schoolwide	All	High School	3 years	$ 34,378	$ -	$ 34,378	$ -	$ -	$ -	$ 34,378
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	All	Yes	Schoolwide	All	High School	3 years	$ -	$ 2,934	$ 2,934	$ -	$ -	$ -	$ 2,934
3	4	Individualized Graduation Plan	All	No	Schoolwide	All	High School	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 798,529	$ -	$ -	$ -	798,529	$ 741,755	$ 56,774

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	All	$ 52,407	$ -	$ -	$ -	$ 52,407
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	SWD'S	$ 244,747	$ -	$ -	$ -	$ 244,747
1	3	Implement and assess formative and interim assessments	All	$ 28,466	$ -	$ -	$ -	$ 28,466
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	All	$ 46,118	$ -	$ -	$ -	$ 46,118
1	5	Purchase additional technology	All	$ 24,000	$ -	$ -	$ -	$ 24,000
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	All	$ 127,540	$ -	$ -	$ -	$ 127,540
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	All	$ 1,374	$ -	$ -	$ -	$ 1,374
2	1	Fund support staff for unduplicated student support	All	$ 30,000	$ -	$ -	$ -	$ 30,000
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	English Learners	$ 32,701	$ -	$ -	$ -	$ 32,701
2	3	Fund School Counselor/SST Coordinator	All	$ 32,076	$ -	$ -	$ -	$ 32,076
2	4	Fund positions for monitoring student achievement data	All	$ 81,566	$ -	$ -	$ -	$ 81,566
3	1	Increase number of course offerings in college and career indicators	All	$ 60,222	$ -	$ -	$ -	$ 60,222
3	2	Provide College Readiness Assessments and Preparatory Workshops	All	$ 34,378	$ -	$ -	$ -	$ 34,378
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	All	$ 2,934	$ -	$ -	$ -	$ 2,934
3	4	Individualized Graduation Plan	All	$ -	$ -	$ -	$ -	$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 798,529	$ 798,529
LEA-wide Total:	$ -	$ -
Limited Total:	$ 277,448	$ 277,448
Schoolwide Total:	$ 521,081	$ 521,081

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Schoolwide	All	All	$ 52,407	$ 52,407
1	2	Professional Learning related to student learning needs, pa	Limited	N/A	All	$ 244,747	$ 244,747
1	3	Implement and assess formative and interim assessments	Schoolwide	All	All	$ 28,466	$ 28,466
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Schoolwide	All	Elementary	$ 46,118	$ 46,118
1	5	Purchase additional technology	Schoolwide	All	All	$ 24,000	$ 24,000
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	Schoolwide	All	All	$ 127,540	$ 127,540
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Schoolwide	All	All	$ 1,374	$ 1,374
2	1	Fund support staff for unduplicated student support	Schoolwide	All	All	$ 30,000	$ 30,000
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	Limited	English Learners	All	$ 32,701	$ 32,701
2	3	Fund School Counselor/SST Coordinator	Schoolwide	All	All	$ 32,076	$ 32,076
2	4	Fund positions for monitoring student achievement data	Schoolwide	All	All	$ 81,566	$ 81,566
3	1	Increase number of course offerings in college and career indicators	Schoolwide	All	High School	$ 60,222	$ 60,222
3	2	Provide College Readiness Assessments and Preparatory Workshops	Schoolwide	All	High School	$ 34,378	$ 34,378
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	Schoolwide	All	High School	$ 2,934	$ 2,934
3	4	Individualized Graduation Plan	Schoolwide	All	High School	$ -	$ -

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$ 798,529	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Yes	$ 52,407	
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	Yes	$ 244,747	
1	3	Implement and assess formative and interim assessments	Yes	$ 28,466	
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Yes	$ 46,118	
1	5	Purchase additional technology	Yes	$ 24,000	
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	Yes	$ 127,540	
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Yes	$ 1,374	
2	1	Fund support staff for unduplicated student support	Yes	$ 30,000	
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	Yes	$ 32,701	
2	3	Fund School Counselor/SST Coordinator	Yes	$ 32,076	
2	4	Fund positions for monitoring student achievement data	Yes	$ 81,566	
3	1	Increase number of course offerings in college and career indicators	Yes	$ 60,222	
3	2	Provide College Readiness Assessments and Preparatory Workshops	Yes	$ 34,378	
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	Yes	$ 2,934	
3	4	Individualized Graduation Plan	No	$ -	

Coversheet

Budget Overview for Parents 2021-2022

Section: IV. Academic Excellence
Item: B. Budget Overview for Parents 2021-2022
Purpose: Vote
Submitted by:
Related Material: Clarksville FY20-21 BOP,final (7).pdf

BACKGROUND:
This is the final version of the Budget Overview for Parents 2021-2022. Staff is seeking Board approval.

RECOMMENDATION:
Recommended for Board approval.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clarksville Charter School

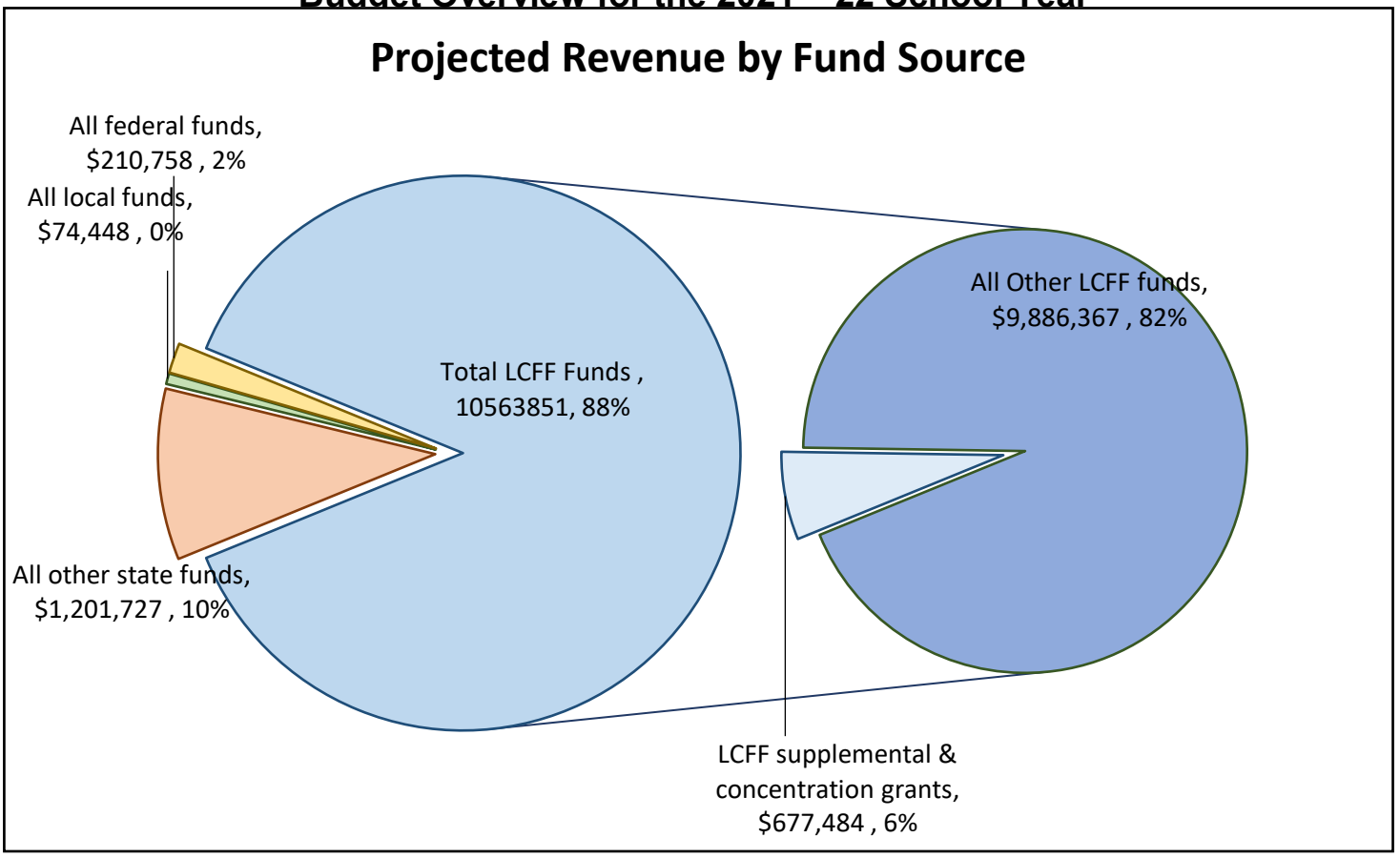
CDS Code: 09 61838 0136200

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).

Budget Overview for the 2021 – 22 School Year

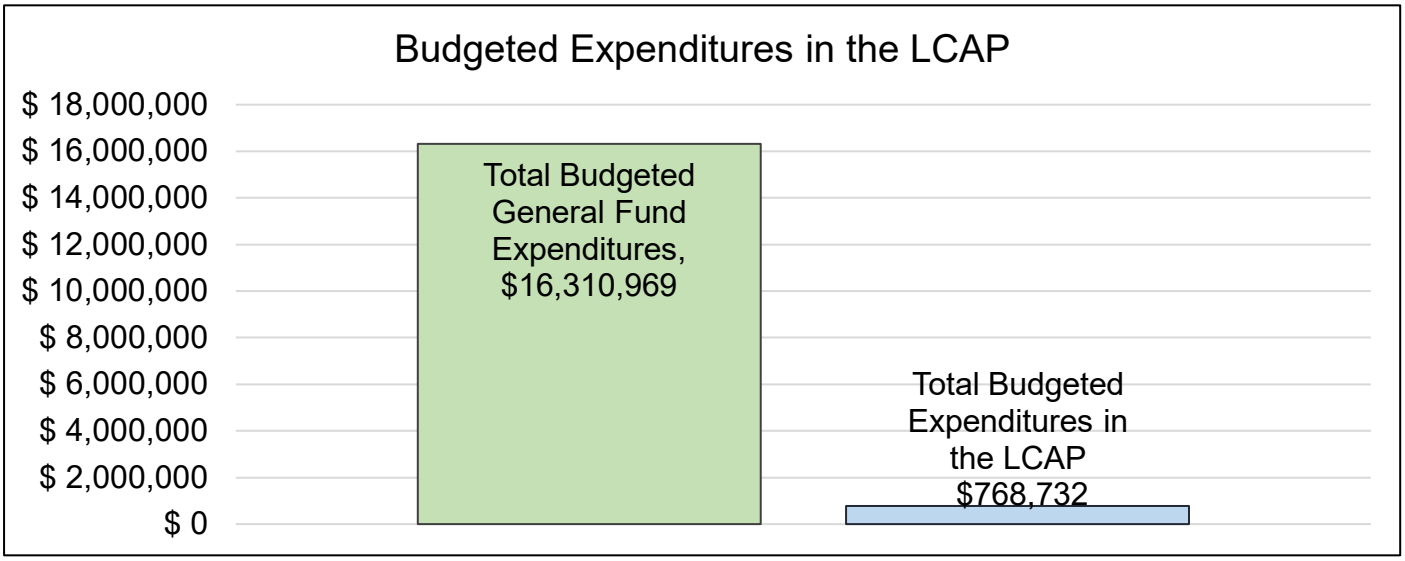


This chart shows the total general purpose revenue Clarksville Charter School expects to receive in the coming year from all sources.

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.

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:

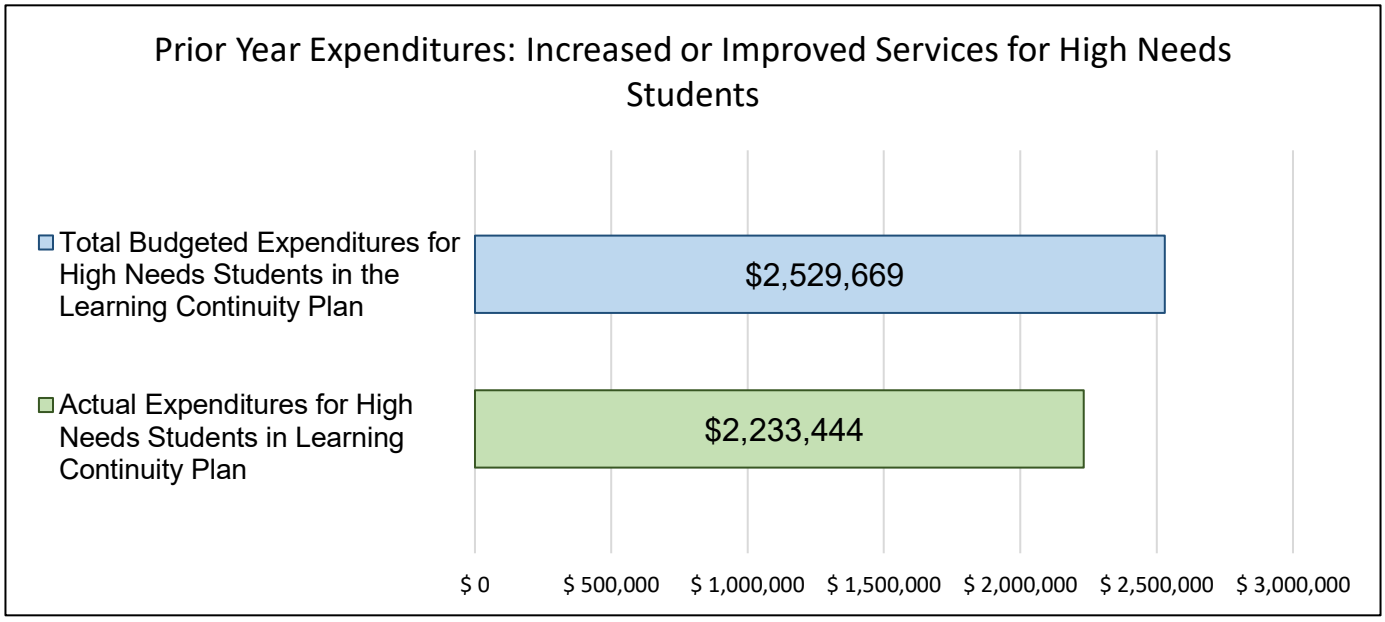
The budgeted expenditures not included in the LCAP will be used for the following: general operating and basic services;all certificated and classified salaries, operational costs such as rent, utilities, and maintenance, and student discretionary budgets for materials/supplies and enrichment classes instructional materials, textbooks, and consumables for teachers and students;all contracted services and other operational costs associated to maintaining the basic functioning of Clarksville Charter School and all Federal Title programs (Title I, II, III and IV.)

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



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 Pandemics, 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 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

Student Freedom of Speech and Expression Policy

Section: IV. Academic Excellence
Item: C. Student Freedom of Speech and Expression Policy
Purpose: Vote
Submitted by:
Related Material: Student Freedom of Speech and Expression Policy_-_Clarksville.pdf

BACKGROUND:
The purpose of approving this Student Freedom of Speech and Expression Policy is to accomplish the following:

1. Outline Freedom of Expression Procedures by Means
2. Distribution of Procedures Governing Student Rights
3. Appeals

RECOMMENDATION:
Recommended for Board approval.

Student Freedom of Speech and Expression Policy

Students attending the Clarksville Charter School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Governing Board ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950.

The purpose of the Clarksville Charter School Governing Board approving this Student Freedom of Speech and Expression Policy is to accomplish the following:

1. Outline Freedom of Expression Procedures by Means
2. Distribution of Procedures Governing Student Rights
3. Appeals

1. Freedom of Expression Procedures:

<u>Circulation of Petitions and Other Printed Matter</u>

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:

    a. One half hour before school begins, during the lunch period, or the half hour after dismissal.

    b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.

    c. Without undue noise.

3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of

handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which are generally frequented by students.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of pupil publications within the School to supervise the production of the pupil staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to student expression.

Other Forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or "Peanuts'" publications.

2. Distribution of Procedures Governing Student Rights:

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

3. Appeals:

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the

pupil may appeal the decision to the site administrator, and then to the Charter School Executive Director or designee. As a final step, the pupil may follow the School's complaint procedures as outlined in the Student/Parent Handbook.

Coversheet

Sexual Health and HIV Prevention Policy

Section: IV. Academic Excellence
Item: D. Sexual Health and HIV Prevention Policy
Purpose: Vote
Submitted by:
Related Material: Sexual Health and HIV Prevention Policy-Clarksville.pdf

BACKGROUND:
The California Healthy Youth Act (California *Education Code (EC)* sections 51930–51939) integrates the instruction of comprehensive sexual health education and HIV prevention education. This Sexual Health and HIV Prevention Policy includes:

- Parent Rights
- To Whom Comprehensive Sexual Health and HIV Prevention Offered
- Affirmative Consent Defined
- School Communication with Parents
- Parental Consent
- No Penalty to Student for Opting Out

RECOMMENDATION:
Recommended for Board approval.

Sexual Health and HIV Prevention Policy

The Clarksville Charter School Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's 51939, educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code 51930-including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The charter's educational program shall also promote students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

1. Parent Rights
2. To Whom Comprehensive Sexual Health and HIV Prevention Offered
3. Affirmative Consent Defined
4. School Communication with Parents
5. Parental Consent
6. No Penalty to Student for Opting Out

1. Parents Rights:

The Charter School shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

2. To Whom Comprehensive Sexual Health and HIV Prevention Offered:

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12 at least once in junior high or middle school and at least once in high school. (Education Code 51934)

3. Affirmative Consent Defined:

The Charter School's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as

affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386)

4. School Communication with Parents:

The Executive Director or designee shall identify appropriate methods for informing the school community about subjects related to the district's comprehensive sexual health and HIV prevention education. The Executive Director or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

5. Parental Consent:

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

6. No Penalty to Student for Opting Out:

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939

Coversheet

Parent and Family Involvement Policy

Section: IV. Academic Excellence
Item: E. Parent and Family Involvement Policy
Purpose: Vote
Submitted by:
Related Material: Parent and Family Involvement Policy_-_Clarksville.pdf

BACKGROUND:
Title I, Part A, of the Elementary and Secondary Education Act (ESEA), requires that local educational agencies (LEAs), conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children (ESSA Section 1116[a][1]).

RECOMMENDATION:
Recommended for Board approval.

CLARKSVILLE CHARTER SCHOOL

Parent and Family Involvement Policy

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, Clarksville Charter School "CCS" has adopted this parent and family involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools. This policy has also been incorporated into the CCS's plan developed pursuant to federal law, and submitted to the California Department of Education with the CCS's Consolidated Application.

1. Involvement in Drafting the CCS Plan
2. Coordination, Technical Assistance, and Other Support
3. Annual Meeting
4. Notice
5. Title I, Part A Program Involvement
6. Building Capacity for Involvement
7. Coordination with Other Programs
8. Annual Evaluation
9. School-Parent Compact
10. Involvement of Parents of English Learner Students, Disabled Parents and Parents ofMigratory Children
11. Notices
12. Miscellaneous

1. **Involvement in Drafting the CCS Plan**: Parents and family members of participating children will be involved in the development of the CCS plan requiredby federal law. CCS will identify multiple ways for our parents to be in involved in our school activities. CCS strives to conduct ongoing communication and collaboration amongst parents, teachers, and other staff members regarding best practices and opportunities to ensure that our students' success and progress are being monitored and reported.

   The Parent and Family Involvement Policy shall be an addendum component to be added to the Local Control Accountability Plan (LCAP) with promotes a meaningful partnership between the school, home and community. Parents will be involved in the development of the Parent and Family Involvement Policy. CCS will seek parent representatives for the Parent Advisory Committee annually. The ELAC Coordinator(s) and the Parent Advisory Committee (PAC) will meet during regularly scheduled meetings throughout the year. All parents are encouraged to attend both the PAC meetings. A school-wide survey will be sent to our families the plan will be accessible to all families. Within the survey results, feedback and recommendations from parents will be discussed at meeting. On an annual basis, the CCS will submit the CCS plan to the Parent Council for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the

Consolidated Application. In addition, all parents of participating children will annually be invited to review the CCS plan and submit comments.

If the CCS plan is not satisfactory to the parents of participating children, the CCS will submit any comments from parents of participating children with the CCS plan when it is submitted to the CDE.

2. **Coordination, Technical Assistance, and Other Support:** CCS will provide the coordination, technical assistance and other support necessary to assist in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance in the following ways.
    - CCS will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. §6318(a)(3)(A)) to the school for parent involvement activities.
    - CCS will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

3. **Annual Meeting:** Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold a minimum of 2 additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening. The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

4. **Notice:** Within 30 days of the beginning of school, the School will send including, but not limited to communication via e-mail, school website, social media, English Language Advisory Committee, and/or placed in a Back to School communication to parents of participating children and to the School which will contain, but not be limited to, the following information:
    - CCS will monitor students' progress in meeting the challenging state academic standards by:
        - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
        - (B) identifying students who may be at risk for academic failure;
        - (C) providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards; and
        - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
    - CCS will support efforts to reduce the overuse of discipline practices that remove students from educational opportunities, which may be identifying and supporting high rates of discipline, disaggregated by each of the student groups.
    - CCS will support programs that coordinate and integrate:
        - (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
        - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

- Parents rights for participation in Title I, Part A programs will receive communication at the annual meeting regarding participation. The participation component will also be provided in the annual notice, as well.
- Parents will be involved in joint planning of the school's programs. The school will continue to seek an adequate representation of parents of participating children.
- Meetings may be held virtually or in-person
- Parents are encouraged to participate in family involvement opportunities throughout the year. Involvement opportunities such as ELAC, Multi-Cultural workshops, Enrichment opportunities. Other examples could be Science Fair, Book Clubs, etc.
- During the PAC meetings, opportunities to communicate regarding the CCS LCAP and Federal Addendum will occur to discuss how both state and federal funds are improving academic quality by the implementation of standards. A continued focus on providing effective instructional strategies and a data-driven assessment wheel to monitor student's academic progress.

- CCS will use forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
  - CCS will utilize a benchmark diagnostic and for grades 3-12 an interim assessment. For students that qualify, the school will utilize data from the ELPAC to assist in monitoring.
  - CCS allocates student funds for curriculum to meet the California State Standards. Teachers will work with families to ensure that the curriculum is the best fit to meet the educational needs of the student.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Involvement Policy and a feedback form for parents to comment on its content.
- In addition to mailing this notice to parents of participating children, the School will post the information on its website.

5. **Title I, Part A Program Involvement:** In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and, the School will involve parents of participating students as follows:
   - The School will conduct at least 4 Family Learning Events each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy These meetings will be held at flexible times during the day.
   - The School will publish a notification of upcoming participation opportunities.
   - If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within one to two weeks.
   - If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits

the plan to the CCS

6. Building Capacity for Involvement:

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among CCS, parents and the community to improve student academic achievement, CCS will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- Parents will be invited to parent education events to learn about State and local academic assessments and to view sample tests.
- Parents will be invited to attend family involvement events to cover a broad course of study.
- Parents will partner with their teacher to ensure that the work assigned for the learning Period is aligned with state standards.
- Parents will have access to resources to inform them of the high expectations and standards required at their child's grade level.
- Parents will have access to parent training on educational modalities, curriculum, teaching strategies, software and access to the parent portal for up-to-date information.
- Parents will be provided with materials to improve student achievement.
- The school shall educate teachers, school staff and school leaders, with the assistance of parents, in the value and utility of contributions of parents, and how to work alongside parents to implement parent programs.
- The school will provide such other reasonable support for parental involvement activities as parents may request (20 USC 6318 (e)(14))

B. Helping Parents to Work with their Children

In an effort to increase foster parental involvement, CCS will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs.

- CCS will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- CCS will collaborate with parents how to provide academic support to meet academic needs.

C. Education on Parent Involvement

CCS will annually educate teachers, pupil services personnel, administration, leadership team and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, monthly staff professional learning communities and other in-service trainings held throughout the school year.

- In order to better understand what works best for the current parents of participating children attending CCS, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the school year.)

7. Coordination with Other Programs: CCS shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs. CCS will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Requiring that the school conduct meetings involving parents with students in all grade levels, to discuss the developmental and other needs of individual children

8. Annual Evaluation: CCS, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. CCS will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. CCS will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy. The Parent Involvement Policy Evaluation will take place with an end of the year survey, and also within meetings throughout the year.

9. School-Parent Compact: At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision. During learning period meetings, teachers will collaborate with parents on an ongoing discussion with student's academic progress. The teachers will ensure regular two-way, meaningful communication occurs between the teacher and the school. To the extent practicable, in a language that family members can understand.

10. Involvement of Parents of English Learners, Disabled Parents and Parents of Migratory Children: CCS shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all students. To accomplish this goal, CCS will do the following:

- CCS will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

- CCS will provide language translators at parent meetings to the extent practicable.

- CCS will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

CCS will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the CCS will do the following: provide opportunities for the groups to participate by sharing experiences, providing input, and share needs through surveys. Connecting the parents with others who share similar experiences will provide opportunities for reflection and education.

11. **Notices:** In accordance with federal law, CCS will provide the following notices to parents of children attending Title I, Part A schools:

    - Annual report card

    - A notice regarding the parent's right to request information regarding the following:

        - Professional qualifications of the student's homeschool teachers;

        - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

        - Information regarding any State or CCS policy regarding student participation in any assessments mandated by federal law and by the State and CCS, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.

    - The notice regarding language instruction programs.

    - Any other notices required by law.

12. **Miscellaneous:**

CCS shall ensure that all information related to CCS and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

CCS will provide other reasonable support for parental involvement activities as requested by parents.

Coversheet

Homeless Education Policy Review

Section: IV. Academic Excellence
Item: F. Homeless Education Policy Review
Purpose: FYI
Submitted by:

BACKGROUND:
Staff have conducted an annual review. There are no updates at this time.

Coversheet

Board Calendar for the 2021-2022 School Year (p. 213-214)

Section: V. Governance
Item: A. Board Calendar for the 2021-2022 School Year (p. 213-214)
Purpose: Vote
Submitted by:
Related Material: 21-22 Clarksville Board Calendar.pdf

BACKGROUND:
This is the final version of the Board Calendar for 2021-2022. Meetings primarily taking place in the 3rd week of the month with a few exceptions:

- July to accommodate Administrative Break
- December to provide First Interims to County by 12/15
- April to allow time to prepare for meeting after spring break
- June to reach authorizer's deadline for Local Control and Accountability Plan

RECOMMENDATION:
Recommended for Board approval.

2021-2022 Board Calendar

CLARKSVILLE CHARTER SCHOOL

July 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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August 2021

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September 2021

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October 2021

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31						

November 2021

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December 2021

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Board Meeting Dates

July 22	Jan 20
Aug 19	Feb 17
Sept 16	Mar 17
Oct 21	Apr 28
Nov 18	May 19
Dec 9	June 9

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

January 2022

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30	31					

February 2022

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March 2022

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April 2022

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May 2022

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June 2022

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Holidays

Board Meeting

Due Date (See Appendix)

Coversheet

Upcoming Compliance Items (p. 215-216)

Section: V. Governance
Item: D. Upcoming Compliance Items (p. 215-216)
Purpose: FYI
Submitted by:
Related Material: Compliance Calendar June 2021.png

Due Date	Description	Completed By
Jun-25	**Certification of the 2020-21 Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	North School
Jun-30	**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 School with Charter Impact support
Jun-30	**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 School
Jun-30	**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
Jun-30	**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 School with Charter Impact support
Jun-30	**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 School
Jun-30	**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 School
Jun-30	**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 School support
Jun-30	**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
Jul-01	**Annual review of status of Statement of Information (Form SI-100) -** Every California nonprofit must file a Statement of Information with the California Secretary of State, within 90 days of registering with the California Secretary of State, and every two years thereafter during a specific 6-month filing period based on the original registration date.	Charter Impact with North School support
Jul-07	**CARES Act - 4th Quarter Expenditure Report -** Reporting activity April 1, 2021 - June 30, 2021. The CARES Act includes multiple pots of federal funding to limit or defray the impact of COVID-19. The CARES Act Reporting application was created by the California Department of Education to gather required data for purposes of state and federal report on CARES Act and other COVID-19 related funds.	Charter Impact
Jul-15	**Final Federal Expenditure and ERMHS Report (Special Education)** - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact
Jul-30	**CALPADS EOY 1, 2, 3, and 4** - Course Completion, Program Eligibility/Participation, Homeless Students, Student discipline, Cumulative Enrollment, Student Absence Summary and SpED	North School
Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact
Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with North School support

Coversheet

Conflict of Interest Policy

Section: V. Governance
Item: E. Conflict of Interest Policy
Purpose: FYI
Submitted by:
Related Material: Clarksville Revised Nonprofit Conflict of Interest Policy.pdf

BACKGROUND:
This is a copy of the current Conflict of Interest Policy. No changes are expected for 2021-22. Governing Board members will sign new Conflict of Interest Code in July 2021.

Points of discussion:

- Gained material interest
- Influence as a board member

REVISED NONPROFIT CONFLICT OF INTEREST POLICY
OF
CLARKSVILLE CHARTER SCHOOL

Article I
Purpose

Section 1.1. This Revised Nonprofit Conflict of Interest Policy (this "Policy") has been adopted and approved by the Board of Directors of Clarksville Charter School (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which shall apply for a determination by the Internal Revenue Service that the Corporation is exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

Article II
Definitions

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation" includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a "key employee" if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of $150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III
Conflict Procedures

Section 3.1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the "Board") or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. Procedures for Addressing the Conflict of Interest

a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.

b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an

analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

e. Compliance with California Corporations Code section 5233 regarding self-dealing transactions in applicable circumstances shall constitute compliance with the requirements of this policy.

Section 3.4. Violations of the Conflict of Interest Policy

a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV
Records of Proceedings

Section 4.1. The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V
Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI
Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

a. has received a copy of this Policy of the Corporation,

b. has read and understands this Policy,

c. has agreed to comply with this Policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII
Periodic Reviews

Section 7.1. To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements are reasonable, based on competent survey information, and the result of arms-length bargaining,

b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,

c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement, impermissible private benefit or in an excess benefit transaction, and

d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII
Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Article IX
California Government Code section 1090

Section 9.1. To the extent required by law, the Corporation shall comply with Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the California Government Code as applicable and with regard to its charter school operations.

Article X

Section 10.1. This policy shall supersede the prior conflict of interest policy adopted by the Corporation, but shall supplement any Conflict of Interest Code adopted by the Corporation in compliance with the Political Reform Act of 1974 (Title 9 (commencing with section 81000) of the California Government Code).

Adopted by the Board of Directors of Clarksville Charter School , on March 2, 2019, effective immediately.

AGREEMENT TO COMPLY
WITH
REVISED NONPROFIT CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Revised Nonprofit Conflict of Interest Policy of Clarksville Charter School , have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature: _____

Print name: _____

Date: _____