



Clarksville Charter School

Special Board Meeting

Date and Time

Tuesday December 14, 2021 at 5:00 PM PST

Location

Join Zoom Meeting

<https://sequoiagrove-org.zoom.us/j/4075258260>

Meeting ID: 407 525 8260

One tap mobile

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Dial by your location

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+1 346 248 7799 US (Houston)

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+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

Meeting ID: 407 525 8260

Find your local number: <https://sequoiagrove-org.zoom.us/j/4075258260>

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			5:00 PM
A. Record Attendance		Emily Allen	1 m
B. Continue Meeting Virtually Per AB 361 Report of Findings	Vote	Emily Allen	5 m
C. Call the Meeting to Order		Emily Allen	1 m
D. Approval of the Agenda	Vote	Emily Allen	1 m
E. Public Comments		Emily Allen	3 m
F. Closed Session	Vote	Legal Counsel	10 m
Conference with Legal Counsel - Anticipated Litigation § - Section 54956.9) Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9 : (1 case)			
G. Announcement of Any Action Taken During Closed Session		Emily Allen	2 m
II. Finances			5:23 PM
A. Educator Effectiveness Grant	Vote	Dr. Amanda Johnson	5 m
III. Closing Items			5:28 PM
A. Board of Director's Comments & Requests	Discuss		2 m
B. Announcement of Next Regular Scheduled Board Meeting	FYI	Emily Allen	1 m
The Next Regular Scheduled Board Meeting is January 19, 2022 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.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (530) 927-5137 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Continue Meeting Virtually Per AB 361 Report of Findings

Section: I. Opening Items
Item: B. Continue Meeting Virtually Per AB 361 Report of Findings
Purpose: Vote
Submitted by:

BACKGROUND:

AB 361 provides that if a state of emergency remains in place, a local agency must make the following findings by majority vote every 30 days, in order to continue using the bill's exemption to the Brown Act teleconferencing rules:

(A) The legislative body has reconsidered the circumstances of the emergency; and
(B) Either of the following circumstances exists:

1. the state of emergency continues to directly impact the ability of board members to meet safely in person, or
2. State or local officials continue to impose or recommend social distancing measures.

Charter school boards are required to vote every 30 days to make the required findings regarding the continuing emergency and vote to continue using the law's exemptions.

RECOMMENDATION:

The School Board has met the finding that a state of emergency continues to directly impact the ability of the members to meet safely in person. Motion to continue the School Board meetings virtually pursuant to AB 361.

Coversheet

Closed Session

Section: I. Opening Items
Item: F. Closed Session
Purpose: Vote
Submitted by:
Related Material: Clarksville Closed Session.pdf

CLARKSVILLE CHARTER SCHOOL GOVERNING BOARD

is in

Closed Session

They'll be back soon!



Coversheet

Educator Effectiveness Grant

Section: II. Finances
Item: A. Educator Effectiveness Grant
Purpose: Vote
Submitted by:
Related Material: CCS_Educator_Effectiveness_Block_Grant_2021draft.pdf

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jenell Sherman	jenell.sherman@clarksvillecharter.com 916-526-3794

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$174,203.00

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	Classified, Certificated, and Administrative staff will be supported during the fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26 with the following: - Coaching - Mentoring - Professional Memberships - Credential Support - Professional Development - Conferences	\$124,203.00
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Classified, Certificated, and Administrative staff will be supported during the fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26 with the following: - Professional Development - Guest Speakers - Training	\$50,000.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		

10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	\$174,203.00