# Clarksville Charter School

## Regular Scheduled Board Meeting

**Date and Time**

Wednesday June 8, 2022 at 6:30 PM PDT

**Location**

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

Meeting ID: 407 525 8260
Passcode: 546272

One tap mobile
+14086380968,,4075258260# US (San Jose)
+16699006833,,4075258260# US (San Jose)
Dial by your location
+1 408 638 0968 US (San Jose)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 301 715 8592 US (Washington DC)
+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/u/kcv9bkellW

"Meeting held pursuant to Government Code 54953 and emergency findings previously adopted by the Board"

**Agenda**

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **I.** | **Opening Items** | | | **6:30 PM** |
| **A.** | Record Attendance/ Establish Quorum | | Emily Allen | |
| **B.** | Approval to Continue to Meet Virtually Per AB361 | | Emily Allen | |
| **C.** | Call the Meeting to Order | | Emily Allen | |
| **D.** | Approval of Consent Agenda | | Emily Allen | |

**Consent Agenda - Consideration for Action - One motion and vote will enact all consent agenda items that are routine in nature**

1. Approval of the Agenda
2. Approval of Shared Staff Memorandum of Understanding
3. Approval of Updated Promotion/Retention/Acceleration Policy
4. Approval of Updated Independent Study Policy
5. Approval of Updated Expense Reimbursement Policy
6. Approval of Updated Stipend Chart

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|---|---|---|---|---|
| **E.** | Public Comments on Non-Agenda Items | | Emily Allen | 3 m |
| **II.** | **Governance** | | | **6:33 PM** |
| **A.** | Discussion and Potential Action for SGCA CSO June Items | | Royce Gough | |
| **III.** | **Finances** | | | |
| **A.** | Approval of the Local Control and Accountability Plan 2021-2024 | | Julie Haycock-Cavender | |
| **B.** | Approval of Annual Budget 2022-2023 | | Dr. Amanda Johnson | |
| **C.** | Approval of SGCA Agreement 2022-2023 | | Julie Haycock-Cavender | |

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **D.** | Approval of Education Protection Act 2022-2023 | | Dr. Amanda Johnson | |

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

## IV. Governance

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|---|---|---|---|
| **A.** | Approval to go into Closed Session | | Emily Allen |

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)

## V. Closing Items

| | | | |
|---|---|---|---|
| **A.** | Board Requests for Future Agenda Items | | Emily Allen |
| **B.** | Announcement of Next Regular Scheduled Board Meeting | | Emily Allen |

The Next Regular Scheduled Board Meeting is September 8, 2022 at 6:30 PM.

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|---|---|---|---|
| **C.** | Adjourn Meeting | | Emily Allen |

Public Comment Rules for Non-Agenda Items: Members of the public may address the Board on non-agenda items through the teleconference platform, Zoom, during the time allocation for public comment on nonagenda items. 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 during this time or simply communicate orally your desire to address the Board when the Board asks for public comments on non-agenda items. 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 members of the public are allotted 4 minutes each to accommodate translation time. By law, the

Board is allowed to take action only on items on the agenda. However, the Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Public Comment Rules for Agenda Items: Members of the public may address the Board on 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 on that agenda item or simply communicate orally your desire to address the Board when the Board asks for public comment on that item. Public comment will be allowed following the staff report, if any, on each agenda item. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per agenda item. If a member of the public utilizes a translator to address the Board, those members of the public are allotted 4 minutes each to accommodate translation time.

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

## Approval to Continue to Meet Virtually Per AB361

**Section:** I. Opening Items
**Item:** B. Approval to Continue to Meet Virtually Per AB361
**Purpose:**
**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

## Approval of Consent Agenda

**Section:** I. Opening Items
**Item:** D. Approval of Consent Agenda
**Purpose:**
**Submitted by:**
**Related Material:**
DOCS-#4503180-v1-North Schools_MOU for Shared_ Services 2022-23.docx - redline.pdf
Promotion_Acceleration_and_Retention_Policy_v3 Clarksville.pdf
Clarksville_Independent_Study_Policy- revised Draft redline.pdf
CCS_2022-2023_Expense_Reimbursement_Policy_DRAFT redline.pdf
Salary Schedule_ALL_22_23 approved - 22_23 Stipend Chart.pdf

# 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, 2022~~1~~ ("***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~~1~~ and shall remain in effect until June 30, 2023~~2~~ (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 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.

**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 insure 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
ccsboard@sequoiagrove.org
~~emily95661@gmail.com~~

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

*To:* Lake View Charter School
ATTN: Board President
4672 County Road N
Orland, CA 95963
lvcsboard@sequoiagrove.org
~~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.

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| Clarksville Charter School, a California nonprofit public benefit corporation<br><br>By: _____<br>Name: _____<br>_____<br>Its: _____<br>Date: _____, 2021 | Feather River Charter School, a California nonprofit public benefit corporation<br><br>By: _____<br>Name: _____<br>_____<br>Its: _____<br>Date: _____, 2021 |
| Lake View Charter School, a California nonprofit public benefit corporation | ~~Winship Community School, a California nonprofit public benefit corporation~~ ¶<br>¶<br>¶ |

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|---|---|
| By: _____<br>Name: _____<br>_____<br>Its: _____<br>Date: _____, 2022~~1~~ | ~~By: _____~~<br>~~Name: _____~~<br>~~_____~~<br>~~Its: _____~~<br>~~Date: _____, 2021~~ |
| | |

**ATTACHMENT A**

**Effective Date: July 1, 2022~~1~~**

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** | **Associate Executive Director** |
|---|---|
| **Description of Services** | ● Works with Executive Director in developing a vision and strategic plan to guide the schools<br>● Collaborates with the Executive Director on all aspects of the schools' activities, the condition of the school's educational program and assure effective communication between the Executive Director and school staff as needed<br>● Assist the ED to ensure the LCAP is created and implemented, report Local Dashboard Indicators, implement WASC Action Plan<br>● Ensure fulfillment of accreditation recommendations and requirements<br>● Assist in the planning, implementation and evaluation of the organization's programs and services<br>● Work with Assessment team to monitor student data to drive instruction and programs<br>● Work with High School team to support programs<br>● Monitor and support compliance issues that arise with students, Homeschool Teachers, or ITAs, including Compliance Conferences<br>● Help oversee the implementation of the human resources policies, procedures and practices including the development of job description for all staff<br>● Oversees a performance management process for all staff which includes working with teams on conducting performance reviews<br>● Foster positive authorizer relationships<br>● Establish good working relationships and collaborative arrangements with community groups, charter groups, other like charters and other organizations to help achieve the goals of the organization |

| **Position** | **Chief Fiscal Officer** |
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| **Description of Services** | ● Assist with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures<br>● Collaborate with Administrative Team to ensure curriculum and programmatic alignment of categorical programs<br>● 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. |

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| | ● Oversee the Shared Staff Memorandum of Understanding monthly billing process<br>● Point of contact for the Charter Services Organization (CSO), contracted financial service agencies, and consultants.<br>● Review School Accountability Report Cards (SARC) and Comprehensive School Safety Plans for compliance<br>● Assist with development, implementation and evaluation of LCAPs<br>● Assistant purchasing officer of the schools, which involves advising on purchasing practices, preparation of specification for bidding, and ensures that purchasing complies with the law and the policies of the schools.<br>● Identify all revenue sources to insure appropriate funding |

| **Position** | **Director of Human Resources** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Oversee the onboarding and exiting of staff to ensure that all staff members experience excellent HR customer service at the start and conclusion of their employment<br>● Manage and monitor the progress of all leave requests (FMLA, CFRA, personal, etc.)<br>● Oversees the safeguards of complete and comprehensive records for each employee<br>● Works with the CSO and back office to oversees accurate processing of employee payroll for 200 plus employees<br>● Oversee compliance in the renewal of credentials, tuberculosis testing and mandated reporting |

| **Position** | **Director of Special Education & Student Support** |
|---|---|
| **Description of Services** | ● Collaborates with Charter Executive Director 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.<br>● 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.<br>● Oversee special education budget and the maintenance of effort requirements.<br>● Completes documentation for reporting information and data to comply with SELPA, state, and federal guidelines for programs (i.e. CDE and SELPA).<br>● Represent the Charter in California Department of Education complaints and Due Process proceedings<br>● Provide support leadership in the development and training related to educational programs appropriate to the needs of school personnel. |

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| | ● 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. |

| **Position** | **Student Support Administrator** |
|---|---|
| **Description of Services** | ● Under the direction of the Director, the Program Administrator directly oversees the Student Support Department (including MTSS, SST, 504, Students in Crisis, and Risk Assessments)<br>● Provides technical assistance and leads Student Support staff to facilitate implementation of a Multi-Tiered System of Supports, SST, 504, Students in Crisis, and Risk Assessments.<br>● Assists with developing and implementing the infrastructure to support comprehensive, collaborative planning, and data-driven decision making for intervention cycles and delivery including SST intervention.<br>● Assists with the preparation and documentation for reporting information and data to comply with state and federal guidelines for programs as assigned (i.e. CDE, LCAP, Title 1, Charter Renewals)<br>● Communicates and consults with parent(s)/guardian(s) and staff regarding programs and services for students<br>● Supervise programmatic curriculum pilot, adoption, and implementation.<br>● Supports and/or leads, and attends student support department staff meetings.<br>● Attends SST and 504 meetings requiring administrative support |

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

| **Position** | **Director of Curriculum & Assessment** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to: |

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| | ● 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.<br>● Oversees Testing Coordinators in planning and implementing all state testing<br>● Oversees EL Coordinator and designees in tracking, planning and implementing EL supports and ELPAC testing<br>● Coordinates with Special Education and Student Support teams to align goals and programming to support student achievement<br>● Provides support for promotion/retention process<br>● In conjunction with the Assistant Director, oversee the enrichment specialist and enrichment decisions<br>● In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices<br>● Serves as WASC lead, works with the rest of the administrative team to ensure that WASC and LCAP goals are in alignment and monitors progress towards those goals |

| **Position** | **Director of Professional Development & Instructional Support** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Oversee ITA's, staff evaluations & help with staff and family situations<br>● Help with Enrollment, Withdrawals, Student Assignments & manage Teacher Tracker<br>● Oversee Hiring/EdJoin, Employment Verification & work with HR<br>● Oversee Teacher Training Program & Mentor Teacher Support<br>● ITA Training & Support<br>● Professional Learning Communities<br>● Plan and implement HST Professional Development & Parent Education<br>● Manage HST Handbook<br>● Oversee Junior High Virtual Academy<br>● Work with Teacher Trainer & Mentor Teacher Team<br>● Multicultural, Diversity, & Inclusion<br>● Meet with FLs, EOS, CC, NJHS/NHS, Field trips & events<br>● Oversee Community Connections |

| **Position** | **Director of High School** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Oversee High School Staff: Counselors, HQTs,<br>● Coordination and meeting with various high school teams: counseling, curriculum, virtual programs<br>● Assist in maintenance of master spreadsheet tracking each student through High School, monitoring IGPs, accounting for special needs and ensuring progress to graduation<br>● Assist counseling with mental health/social-emotional wellness for HS students & development of CTE pathways and local career development resources |

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| | ● Assure compliance with authenticating agencies: federal student aid, social security including foster/homeless HS students<br>● Oversight and maintenance of the HS course catalog, including coordination of outside curriculum resources and their compliance with UC/CSU and NCAA approvals<br>● Hire teachers, set course schedule, create catalog, communicate with HSTs and families, coordinate enrollments<br>● Maintain membership for each school with College Board for AP, PSAT and SAT, including accommodations for students with special needs<br>● Lead the Graduation Committee |

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

| **Position** | **Assistant Director of Instructional Support** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Assist with the planning of leadership development opportunities and implementation of professional learning communities<br>● Finalize and send out weekly staff communication<br>● Support Instructional Team Advisors through weekly communication, office hours, and monthly leadership meetings<br>● Field calls and emails from Instructional Team Advisors<br>● Monitor and follow up with any non-compliance issues that arise with students or Homeschool Teachers<br>● Assist with student transfers and Teacher Assignments for new students, as needed<br>● 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:<br>● Supports Testing Coordinators and EL Coordinator in planning and implementing all internal assessments and state testing<br>● Coordinates tech needs with back office group<br>● Supports EL Coordinator and designees in implementation of EL programs and ELPAC testing<br>● Monitor achievement goals as they relate to LCAP and WASC<br>● Provides support for promotion/retention process<br>● In conjunction with the Director, oversee the enrichment specialist and enrichment decisions<br>● In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices |

| Position | Virtual (High School & Junior High) Programs Administrator |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Implement High School programs: HSVA, Textbook and Edgenuity<br>● Oversee program development in participating regions<br>● Develop course descriptions, schedule and catalog<br>● Observe and evaluate teacher performance<br>● Respond to parent questions/concerns<br>● HST education regarding locally-based programs<br>● Assist HQTs with monitoring student compliance<br>● 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:<br>● Oversee academic, enrichment, and community program development and growth for TK-8 grade students<br>● Interview, hire, and coach Program Coordinators<br>● Develop and market new program offerings<br>● Assist coordinators with the planning and development of academic courses, enrichment activities, field trips, events, and parent education<br>● Work with Student Support, SPED, and ELL Coordinators to create a plan to serve sub-groups across TK-8 programs<br>● Assist with hiring new Program Coordinators, virtual teachers, and other positions as appropriate |

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

| **Position** | **Instructional Team Advisor** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Support a team of teachers in navigating challenges that arise in their work, including parent communication, intervention, and non-compliance<br>● Provide leadership and clear communication of expectations to assist teachers with meeting assigned deadlines, compliance, and school culture<br>● Host monthly in-person team meetings and hold office hours as needed<br>● 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:<br>● 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<br>● Answer questions and assist with tasks as needed throughout the school year, including master agreements, attendance, AWRs, work samples, YET, etc.<br>● Review HST's work records and other compliance documents as necessary, providing feedback and coaching<br>● Proactively offer weekly support to HST in prioritizing work, organization, and efficiency<br>● Provide guidance to HST on questions that arise with student and family support, compliance, etc. |

| **Position** | **Virtual Academy Teacher (JHVA & HSVA)** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Provide synchronous, virtual instruction 3-4 times per week for each live class (totaling 6-8 hours)<br>● Maintain asynchronous courses in Edmentum<br>● Hold scheduled, virtual office hours twice per week (totaling 2 hours)<br>● Individual appointments for student support (as requested)<br>● Lesson planning and course creation<br>● Learning activities aligned to state "power" standards<br>● Upload course content and maintain grades on Schoology |

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| | ● Weekly progress monitoring and communication with families, HSTs, and administration<br>● Review and implement IEP / 504 accommodations<br>● Pull work samples for each learning period<br>● Enter progress report and report card grades in Pathways |

| **Position** | **Adventure Academy Teacher** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Teach live, virtual or in-person classes for up to 6 hours per session<br>● Plan engaging standards aligned lessons for assigned grade level range to include: Thematic unit studies, Cross curricular activities (academic and enrichment), Content-aligned field trips / events (virtual or in-person)<br>● Upload course content and activities in Google Classroom<br>● Communicate consistently with families, HSTs, and administration providing feedback about student progress, class expectations, and course specific information<br>● Review and implement IEP / 504 accommodations<br>● Attend all ADVA program / team meetings and planned professional development<br>● Maintain a base roster of 14 students and complete all HST duties as outlined in HST job description |

| **Position** | **504 Specialist** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Facilitates the implementation of the school board approved Section 504 Policy.<br>● Collects and maintains all Section 504 data (504 plans and lists of eligible students) for reference purposes.<br>● Serves as a daily resource to staff and families regarding Section 504 issues.<br>● Case Manages all 504 students including but not limited to overseeing 504 assessment, initial 504's, 3 year re-evaluations, annual 504 meetings<br>● Facilitate 504 meetings<br>● Creates & Implements 504 plans<br>● Ensures 504 accommodations are being implemented appropriately<br>● Assists with SSTs as needed. |

| **Position** | **Special Education Compliance & PD Coordinator** |
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| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● 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. |

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| | ● Supports compliance monitoring activities (i.e. SEIS report pulls, corrections)<br>● 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).<br>● Works with the Special Education SEIS/Records Tech to monitor and pull monthly SEIS reports |

| **Position** | **SPED Student Service Compliance Coordinator** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Provide supervision, consultation and support regarding special education laws and compliance, policies and procedures to program specialists and departmental staff.<br>● Hold weekly open office hours/support rooms to provide support to special education and general education staff.<br>● Supports the Director in the development of all departmental goals, objectives, policies and procedures related to compliance<br>● Supports the Director with program evaluation including: planning of programs, coordinating resources, and evaluating the effectiveness and revision of the departments programs and services provided, as assigned.<br>● Provides direction and information in response to questions and concerns raised by Charter staff pertaining to special education IEP compliance.<br>● Attend all required meetings and training including staff meetings, professional development, leadership meetings, etc.<br>● Actively participate in responding to emails within shared email accounts (leadership support, iep support,etc.)<br>● Supports the SEIS and Services Tech(s) with implementation of department policies and procedures |

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

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

| **Position** | **Assessment Education Specialist** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Case Manage and support students and families through the initial IEP assessment process<br>● Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program<br>● Schedule and prepare all materials for IEP meetings<br>● Ensure that initial IEP goals are supported by assessment data and goals align with areas of need identified by assessment<br>● Ensures that initial IEP offers of Free and Appropriate Public Education (FAPE) are in alignment with our Least Restrictive Environment (LRE) and supported by assessment data<br>● Work directly with assessors to obtain assessment reports and ensure timeline compliance<br>● Updates student case notes on a continuous basis<br>● Works with fellow case managers to ensure a smooth transition into services |

| **Position** | **Education Reading Specialist** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Provides direct instruction to students identified as eligible for reading services in individual and/or small group sessions.<br>● The focus of the Reading Specialist is on services for students in all five of the main components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br>● Prepares daily/ weekly one-to-one and small group reading lessons.<br>● Creates a virtual classroom environment using a research-based program of study that is conducive to learning and appropriate to the needs, goals, and services of the students per the IEP<br>● Maintains session records on each student.<br>● Maintains accurate, complete, and correct IEP records as required by law, LEA policy, administrative guidelines, or specific program requirements.<br>● Collaborates and/or attends IEP meetings for students served.<br>● Communicates with parents and general education teachers regarding student progress. |

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

| Position | Speech Pathologist |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Perform initial, triennial, and other Speech and/or AT assessments for students on IEPs (or those with signed assessment plans) for students in Transitional Kindergarten through Adult Transition<br>● Perform assessments for 504 eligibility<br>● Attend Student Study Team, 504, and IEP meetings as needed<br>● Support the MTSS team with speech intervention resources<br>● Attend and participate in core staff meetings<br>● Refer students and families to community agencies as needed<br>● Provide reports and recommendations to Charter staff and families<br>● Consult with staff regarding special education assessment process<br>● Send compliant Speech and/or Assistive Technology Assessment Plans<br>● Oversees the entire assessment process for speech and assistive technology cases and ensures compliance and department standards are met on each assigned case<br>● Maintain regular communication with the administration on all cases<br>● Maintain a safe assessing environment for students, families, and staff<br>● Write legally compliant assessment plans, reports, and prior written notices<br>● Review all case assessment reports for legal compliance.<br>● Interpret and apply legal mandates, policies, and regulations pertaining to special education and safe school operations<br>● Provides speech and assistive technology consultation and support to case managers, Charter staff, and families |

| Position | School Nurse |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Perform vision and hearing screenings for special education and general education students<br>● Complete Health Assessments<br>● Complete Health Care Plans<br>● Train staff on Health Care Plan implementation |

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| | ● Attend IEP meetings<br>● Plan and hold Health Screening Events |

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

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

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

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

| Position | SPED Ed Specialist Coach |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Instructional strategies and resources for teaching SAI virtually<br>● Support teachers in implementing schoolwide model of SAI<br>● Assist teachers in the creation of student groups for SAI based on a variety of factors including age, grade, and areas of need.<br>● Selection and use of curriculum and supplemental materials<br>● Lesson planning incorporating student IEP goals<br>● Support teachers in writing compliant IEPs based on schoolwide and SELPA guidelines.<br>● Conduct Coaching Cycle |

| Position | SST & Support Specialist |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Assists with and implements the student study team (SST) processes and procedures<br>● Collects and maintains all SST intervention data and SST plans<br>● Serves as a resource to staff and families regarding the SST process<br>● Facilitates SST meetings & creates SST plans<br>● Ensures SST interventions are being implemented appropriately and with fidelity<br>● Assist teachers with tracking data to determine the effectiveness of interventions<br>● Follows the retention process, attends retention meetings as needed, and develops support plans for students. |

| Position | Social-Emotional School Counselor |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Holds weekly group and individual counseling sessions for Tk-12 students<br>● Holds office hours for staff and parent support<br>● Implements SEL curriculum<br>● 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. |

| Position | MTSS Tech |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Support with scheduling and tracking of 504 and SST meetings, planning, organizing and data analysis.<br>● Assist with progress monitoring & data collection uploads to SIS<br>● Assist Student Support, 504 and Intervention programming |

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| | ● Assist teachers with questions<br>● Runs 504 and SST data reporting<br>● Ensures 504 compliance |

| **Position** | **Business & Categorical Programs Tech** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Support with completing the annual Consolidated Application (ConApp)<br>● Support administration with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures<br>● Compile a variety of statistical data for categorical and charter reporting, including budget, staffing costs and expenditures of funds<br>● Maintain compliance records for categorical purchases, staffing costs and school categorical budgets and charter oversight<br>● Support administration with the shared staff memorandum of understanding monthly billing process<br>● Conduct categorical, business, and financial compliance checks<br>● Support state, federal, 990 audits |

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

| **Position** | **WASC Specialist** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Primary contact with WASC, compiling all the necessary information to complete the self-study.<br>● Facilitate stakeholder surveys and meetings to solicit input.<br>● Utilize the guidelines set by WASC and with the help of school administration, identify a team of faculty, staff, and other school leaders to write and assemble the various components of the self-study by their identified deadline. |

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| | ● Be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visits.<br>● Teach virtual classes according to the Virtual Teacher Job description. |

| **Position** | **Instructional Materials Administrator** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Provide direct support to assigned Assistant Director and other staff members in the Secondary Approval Process and Enrichment Department<br>● Evaluate and make recommendations on the appropriateness of items for students that have been deemed outside of the normal enrichment guidelines<br>● Support administrators, HSTs, and/or families with curriculum and enrichment questions, choices, options, and policies and procedures<br>● Communicate relevant curriculum and enrichment information with HSTs and families via North News, Monday Memos, appropriate websites, and social media channels<br>● Creates product and curriculum guidelines in regard to content and appropriateness for educational purposes.<br>● Provide support to administration regarding funding distributions and other planning amount policies. |

| **Position** | **Data Analyst** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● 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<br>● 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)<br>● Assist in preparing and presenting the SARCs |

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

| | |
|---|---|
| | ● Advise students and families on the concurrent enrollment process, college admissions, and financial aid opportunities<br>● Work with Enrollment, School Accountability, Records, and CALPADS teams to ensure student information is accurate<br>● Support students in social/emotional matters |

| **Position** | **CTE & HS Curriculum Coordinator** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Enhance the high school program by serving as an educational leader responsible for training and assistance to HSTs as needed<br>● Learn basic operational practices of any curriculum adopted for general use within the schools, offering training when needed<br>● Build a comprehensive CTE program, including all pathway components<br>● Manage the writing and/or review written high school courses<br>● Assist with preparation/review of course catalogs and course descriptions, including “a-g,” AP, honors and NCAA offerings as necessary |

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

| **Position** | **Executive Assistant** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Work directly with the Executive Director or Directors managing daily tasks.<br>● Provide secretarial assistance to the Directorsby relieving him or her of administrative tasks such as composing, typing and editing letters and bulletins<br>● Manage google calendars<br>● Maintain school policies and procedures.<br>● Help organize details for meetings<br>● PO Box every week<br>● Editing & proofreading emails, paperwork<br>● Board meeting prep, follow up and planning |

| **Position** | **EL Coordinator** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Check pathways twice a week, run a compliance report, add new EL enrollment<br>● 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<br>● After summative results come back RFEP eligible students<br>● Attend IEP meetings to reclassify SPED EL students<br>● Complete Annual Parent Notification and mail out to families<br>● Assist in forming and maintaining an ELAC/DLAC<br>● Provide structured English immersion class via Zoom 1x per week<br>● Plan and carry out Summative ELPAC testing |

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

| **Position** | **Adventure Academy Coordinator** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● Direct and monitor the ADVA/HST staff (both virtual and in person) and complete all ITA duties as outline in the ITA job description<br>● Oversee program development and growth & market program<br>● Assist teachers with development of course descriptions and class schedule<br>● Coach teachers in responding to parent questions/concerns<br>● Hold regular meetings via zoom to discuss questions, concerns, training, and reminders for program staff<br>● Provide live, virtual instruction for each session and complete all duties for selected course as outlined in the Adventure Academy Teacher job description |

| **Position** | **Curriculum Specialist** |
|---|---|
| **Description of Services** | Duties and responsibilities include, but are not limited, to:<br>● 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:<br>● Plan and record short video instructionals for each online program offered<br>● Calendar and plan periodic training opportunities for both families and HSTs on the best practices of online curricula<br>● Update the HST Handbook and post to Google Classroom as needed<br>● Extract performance and usage data from the chosen curricula to assist with monitoring academic achievement in Math and ELA |

| Position | Lead Family Liaison |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Oversees team of family liaisons<br>● Serves as initial point of contact, “face” of our schools for prospective families<br>● Plans and manage all aspect of field trips<br>● Assists Enrollment Team: creates smooth transition for families and HSTs<br>● Monitor and maintain social media platforms to answer parent questions<br>● Partner with departments and programs throughout our school - Community Connections, Lending Library<br>● Create and distribute weekly communication with tips, events, commentary, resources<br>● Work closely with Admin to relay and response to concerns within the parent community and facilitate school-home communication<br>● 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:<br>● Serves as initial point of contact, “face” of our schools for prospective families<br>● Serve as the voice and bridge for families with the schools<br>● Provide platform for parent information and connection<br>● Assists Enrollment Team: creates smooth transition for families and HSTs<br>● Monitor and maintain social media platforms to answer parent questions<br>● Partner with departments and programs throughout our school - Community Connections, Lending Library<br>● Organize and host monthly and annual events |

| Position | TK-8 Programs Assistant |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Works directly with members of the TK8 Programs Team to provide administrative support for Adventure Academy, Community Programs, and Field Trips.<br>● Assist with purchasing materials for ADVA classes and community programs and events.<br>● Create, review, and process purchase requests; assure accuracy and completeness of order information including cost and appropriate coding.<br>● Follow up on delayed shipments, discrepancies, and damaged deliveries.<br>● Follow up with ADVA, Community, and Family Liaison Coordinators to verify information and receipt of orders; contact TK8 Program Administrator to obtain approval in price increases and product changes. |

| Position | School Systems Analyst |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Develop, test and implement APIs for use in software applications<br>● Analyze, organize and coordinate school wide systems<br>● Maintains school systems database software by performing basic activities such as adding user accounts, creating and printing reports, and troubleshooting problems<br>● Understands school systems: inventory, SIS, purchasing, Google Workspace, and other to provide support to school staff and families<br>● Work with the current procurement system to provide support to staff and families through phone and email submissions |

| Position | Title I Specialist |
|---|---|
| Description of Services | Duties and responsibilities include, but are not limited, to:<br>● Title 1 Specialist supporting and monitoring Homeless/Foster Youth/English Learners<br>● Develop and oversee procedures for determining materials and supplies; maintain accurate inventories of items purchased with federal, state and local funds.<br>● Communicate, collaborate and coordinate with Title I Administrators, families, or community agencies and groups, regarding program questions, suggestions, concerns and/or compliance issues.<br>● Work with school staff to maintain a full program roster of at-risk students to reduce disparities among children upon formal school entry<br>● Plan and deliver engaging lessons using provided ELD curriculum<br>● Complete training and administer Initial/ Summative ELPAC tests as needed |

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 | 1900~~1600~~ estimated | 39~~37~~% |
| Feather River Charter School | 2285~~1800~~ estimated | 47~~42~~% |
| Lake View Charter School | 710~~635~~ estimated | 14~~15~~% |
| ~~Winship Community School~~ | ~~300 estimated~~ | ~~6%~~ |

Lessee schools shall be charged based on the allocation method agreed upon for each position as shown

herein and in Attachment A. 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.

**ATTACHMENT A**

**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, and Lake View Charter School. ~~I, 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.**

CLARKSVILLE
CHARTER SCHOOL

# Promotion, Acceleration, and Retention Policy

Clarksville Charter School is committed to making individual decisions on grade level ~~acceleration based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, when high academic achievement is evident, staff may request a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.~~ changes based on the long-term, best interest of the individual student. The purpose of the Clarksville Charter School Governing Board approving this Promotion, Acceleration, and Retention Policy is to accomplish the following:

1. Outline the Promotion Policy
2. Outline the Acceleration Policy
3. Outline the Retention Policy
4. Outline the Appeals Process for Parents
5. Establish the Process for IDEA/504 Students
6. Outline the Charter School Rights

## 1. Promotion Policy

**K-8 Promotion**: Each K-8 student will be enrolled in four core subjects: Language Arts, Mathematics, Science, Social Studies. Optional enrichment opportunities include art, music, athletics, world languages, technology, field trips, as well as virtual and in-person community experiences, providing a well-rounded education. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards.

**High School Promotion**: High school students can select courses from a variety of learning programs. Students will be enrolled in a minimum of 20 credits per semester (4 classes) unless considered a fifth-year senior. If the student is taking courses at a community college, ~~he/she~~ they must meet with their ~~his/her~~ counselor to obtain

approval prior to enrolling in the community college courses. High school students shall progress through the grade levels by successful completion of the minimum number of credits required per semester.

Required Courses for All High School Students*:

- English-Language Arts
- Mathematics
- Science
- Social Studies/History

*This depends on the student's individual graduation plan and course progression.

**Four-Year Plan for High School Students**: Supervising Teachers develop a four-year individual graduation plan (IGP) for each high school student. The IGP will be reviewed by the Guidance Counselor and/or ITA and revisited annually (unless necessary due to mid-year course changes). The four-year individual graduation plan will include:

- Learning Program
- Student's intended courses
- Courses completed
- Course of Study
- College and/or Career path

## 2. Acceleration Policy

~~When high academic achievement is evident, a teacher and/or parent may recommend a student for acceleration of courses. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.~~

When high academic achievement is evident, the teacher or parent, with the assistance of a Student Study Team, may recommend a student for acceleration into a higher grade level ("skipping a grade"). Academic, social, physical, and emotional maturity factors all play a role in determining if acceleration is appropriate for a child, along with determining if the potential benefits of acceleration outweigh the potential harmful effects. Acceleration is limited to one grade level only and one time only.

*Please Note:* Students will **not** be considered for acceleration under the following conditions:

- If the student's assessment results ~~are not~~ (school and/or statewide) do not indicate that the student is performing above grade level.
- If the student is not on track to complete all courses at the grade level to which they would be advanced.

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

- ~~If the student has been retained previously.~~

~~*Grades 1-12 Mid-Year Grade Level Acceleration CriteriaRequests:* The decision to accelerate a student mid-year will be made only after careful consideration has been given with regard to serving the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is advanced at the end of the first semester, he/she should be on target to complete all courses at his/her advanced grade level by the end of the school year. 8th to 9th grade acceleration requests are only considered in the fall semester before the high school add/drop date.~~

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**Grade 1-12 Grade Level Acceleration:** The decision to accelerate a student for the following school year will be made only after careful consideration has been given with regard to serving the academic and social-emotional best interests of the student. Grade level accelerations are reviewed and determination meetings are held in May of the current school year. Parent requests for student acceleration are due by the end of the first semester of the current school year. If the student's teacher agrees that a review for a grade-level promotion is appropriate, the teacher will request a Student Study Team (SST) meeting to discuss acceleration, then if the Student's Study Team is in agreement, will complete a request for acceleration into a higher grade level.

A combination of the following may be used to assess the student's readiness to accelerate:

- Benchmark data indicates student has mastered current grade level content/state standards
- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards
- SBAC results (if available) indicate student has met or exceeded standards
- Student work samples, demonstrating proficiency above current grade level standards as determined by the academic team
- The student's social, physical, and emotional maturity will also be considered

**Grades 1-12 Acceleration Procedure and Timeline:** Parents/HSTs will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

| Steps for Acceleration | Timeline |
|---|---|
| 1. Parent may request that the teacher promote their child by one grade level. | Parent - By the end of the first semester. |

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| | |
|---|---|
| 2. Before recommending a student for acceleration. Teacher requests an SST meeting to discuss acceleration and review student records with the Student Study Team. | Teacher - Before February 1 of the current school year. |
| 3. If the Student Study Team (parent, HST, Student Support Specialist, etc.) are all in agreement, the teacher recommends acceleration consideration for the student and explains in writing through the school-provided survey why acceleration is being recommended for the student. | Teacher - By April 1 of the current school year |
| 4. Team meets to review factors considered regarding grade level placement of the student for the next school year. | Teacher/Academic Team - May of the current school year |

~~*Grades K-12 Mid-Year Grade Level Acceleration Procedure and Timeline Procedure:* In order for the school to make sound academic decisions regarding mid-year grade level promotions, the following process will be followed:~~

~~*Parent:*~~

- ~~Parent Request: Parents may request that the teacher promote their kindergarten child by one grade level at the end of the 1st semester.~~

~~*Teacher:*~~

~~If the student's teacher agrees that a review for a kindergarten mid-year grade level promotion is appropriate, the teacher will complete a request for acceleration into a higher grade level and take the student's maturity level into consideration. The request should be sent to gradelevelhelp@inspireschools.org. Requests must be received by email prior to December 1. Winter Break. PLEASE NOTE - Students will not be considered for acceleration under any of the following conditions:~~

- ~~If the student's assessment results are not above grade level., the teacher needs to provide documentation with a written request regarding why acceleration is in the student's best interest.~~
- ~~If the student is not on track to complete all courses at the grade level he/she would be advanced. to, the teacher will need to explain in the written request why an acceleration would be in the student's best interest.~~
- ~~If the student has been retained previously. Information regarding prior grade retention and the circumstances of such~~

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~~*Student Assessment Records (a combination of the following may be used to assess the student's readiness to accelerate):*~~

- ~~***Teachers must meet and evaluate student in person.***~~
  - ~~*Under no circumstance shall the parent or Learning Coach assist student with assessments when the assessment is being used to promote a student mid-year.*~~ ~~● Bader Reading Assessment indicates student is performing above current grade level ● Writing Sample showing proficiency above grade level standards~~
- ~~● Benchmark Data indicates student has mastered current grade level content/state standards~~
- ~~● Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards~~

~~● SBAC results (if available) indicate student has met or exceeded standards ● Student work samples, demonstrating proficiency above current grade level standards~~.

**Kindergarten Mid-Year Grade Level Acceleration:** A child who was *not age-eligible* for kindergarten (that is, the child turned five after September 1 in the 2014-15 school year or thereafter) and who attended a California private school kindergarten for a year is viewed by the CDE as *not legally enrolled* in kindergarten, pursuant to EC Section 48000 requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

- The child is at least five years of age.
- The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.
- The child is in the upper 5 percent of the child's age group in terms of general mental ability.
- The physical development and social maturity of the child are consistent with the child's advanced mental ability.
- The parent or guardian has filed a written statement with the district that approves placement in first grade.

A statement, signed by the district and parent/guardian, is placed in the official school records for these five-year-olds who have been advanced to first grade (EC Section 48011). This action prevents a subsequent audit exception for first grade placement of an *age ineligible* student. A combination of the following may be used to assess the student's readiness to accelerate:

- Benchmark data indicates student has mastered current grade level content/state standards
- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards.
- Student work samples, demonstrating proficiency above current grade level

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**Kindergarten Acceleration Procedure and Timeline:** Parents/HSTs will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

| Steps for Kindergarten Acceleration | Timeline |
|---|---|
| 1. Parent - Parents may request that the teacher promote their kindergarten child by one grade level at the end of the 1st semester. | Parent - By November 15 of the current school year |
| 2. Teacher - If the student's teacher agrees that a review for a kindergarten mid-year grade-level promotion is appropriate, the teacher will complete a request for acceleration. Requests must be received prior to December 1 of the current school year. | Teacher - By December 1 of the current school year |

## 3. Retention Policy

The Charter School is committed to making individual decisions on grade retention based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. To that end, retention may be appropriate for a student experiencing extreme academic difficulty or serious health or family emergencies. Typically, retention is considered after various other remediation steps, such as(Tiered Interventions, SST Meetings, Academic Screenings, etc. )– have been employed by student's teacher(s) and academic team with insufficient success. Students may be retained only once during ~~in their~~ Kindergarten through grade 8 ~~career.~~

After careful analysis of evidenced-based instruction and intervention, retention is considered for the next school year. When a student is being considered for retention,

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a review of records will be completed to look at possible factors influencing the student's achievement and success as well as the impact and effectiveness of a school grade retention for the student. A research-based criterion-referenced scale will be used as a tool to aid the academic team in objectively considering whether retention would be beneficial or harmful for the student. Parent and HST will work together to provide the data to complete the criterion-referenced scale through the Student Retention Scale Survey provided by the student's school.

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Reviewing the student's academic records, the survey for recommending retention, along with analyzing the data obtained by the Student Retention Scale Survey will allow the Academic Team to consider the listed, but not limited to, factors:

1. Source of referral--teacher/principal/parent/student
2. Level of academic growth, achievement and grade level
3. Possible learning disabilities
4. Language proficiency
5. Social and emotional maturity: Ability to communicate, social adaptability, emotional difficulties, motivation to learn, interest in school
6. Attendance history
7. Ages and grade placements of siblings, family transiency, family situation
8. Previous retention
9. Student's and parent/guardians' attitude toward school and toward retention
10. Special or unique circumstances

~~*Kindergarten Retention Criteria*~~

***Continuation in Kindergarten:*** Students can be retained in grade K based on current law. Kindergarten students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year based on student progress on the Individualized Learning Plan. (Ed Code 48011). Whenever a student continues in kindergarten for an additional year, the School Staff shall secure an agreement, signed by the parent/ guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Ed Code 46300)

~~*Grades 9-12 Retention Criteria:*~~

***Grades 9-12 Retention:*** The state does not require school districts to have student retention criteria beyond the last year of middle school to the first year of high school. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

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~~*Grades 1-8 Retention Criteria:*~~

***Grades 1-8 Retention***: If a student is identified as performing below the minimum standard for promotion based on their progress on the Individualized Learning Plan, the student may be retained in their ~~his/her~~ current grade level pending all criteria met and with final approval through the Retention Procedure and Timeline (see below). Both the parent and teacher must explain ~~determine~~ in writing through the school-provided survey if retention is recommended for the student. This ~~determination~~ explanation shall specify the reasons that retention is appropriate for the student and shall include recommendations for interventions necessary to assist the student in attaining acceptable levels of academic achievement. If the teacher and parent are not in agreement with the recommendation of retention, please see below for the appeal process. The burden of proof for the appeal rests with the appealing party. (Ed Code 48070.5)

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***Grades 1-8 Retention Procedure and Timeline:*** Parents/HSTs will request student retention by submitting the school-provided survey and by following the steps and timeline outlined below.

| Steps for Consideration of Retention | Timeline |
|---|---|
| 1. Parent and Teacher: School provided remediation steps occur, including, but not limited to:<br><br>**SST meeting<br>**Academic screenings<br>**Multi-tiered Systems of Supports, includes Tier, 1, Tier 2, and Tier 3 intervention<br>**Curriculum Review - Parent Teacher conference to review current curriculum, how it is being implemented, and to provide any suggested changes that may benefit the student.<br><br>~~Teacher or parent recommends retention consideration for student~~ | Teacher – Before recommending a student for retention.<br><br>**Students will not be considered for retention unless the remediation steps listed in step 1 have occurred.**<br>~~Teacher By the last day of fall semester Parent by the last day of fall semester~~ |

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| | |
|---|---|
| ~~**Curriculum intervention~~<br>2. Teacher or parent recommends retention consideration for the student and explains in writing through the school-provided survey why retention is being recommended for the student. | Teacher/Parent - By April 1 of the current school year |
| 3. Teacher and Parent complete the Student Retention Scale Survey together. (One survey submission.) | Teacher & Parent - By April 30 of the current school year |
| 4. Academic Team meets to review factors considered regarding grade placement of student for the next school year. Factors to be considered:<br>● Analysis of Remediation Data (Review of results from SST Plans, Interventions, etc.)<br>● Student's Retention Scale Score<br><br>~~.4. Team meets to reviewmake factors considered recommendations regarding grade placement of student for the next school year. Factors to be considered:~~<br>~~**Analysis of Remediation Data (Review of results from SST Plans, Interventions, etc.)Teacher Recommendation~~<br>~~**Student's Retention Scale ScoreParent analysis~~<br>~~**Grades~~<br>~~**Testing Data – Benchmark, SBAC, assessments~~<br>~~**Cumulative Record~~ | Teacher/Academic Team-May of the current school year<br><br>~~Teacher/Academic Team-May~~ |
| 5. School Administrator makes decision and informs parent or guardian. | School Administrator Before the school year has ended. |

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## 4. Appeals and Parent Rights

~~**4. Appeals and Parent Rights:** Parents have the right to appeal a decision made by the School Administrator. If a parent wishes to appeal, they would complete the following steps:~~

- ~~Appeal to School Administrator and Academic Team Advisor in writing.~~
- ~~School Administrator or Academic Team Advisor responds to written appeal within two (2) weeks.~~
- ~~Academic Team meets to discuss the Retention Appeal. The Academic Team reports findings to the Academic Team Advisor. The ATA documents the findings and shares with the School Administrator.~~
- ~~If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting where the Academic Team Advisor will attend the Closed Session with the findings from the Academic Team's review.~~
- ~~The School Board will meets in a closed session and the GB President or designee will send the parent or guardian a response to the appeal, in writing, within a week~~

4. Parents have the right to appeal a decision made by the School Administrator. If a parent wishes to appeal, complete the following steps:
   - Appeal to School Administrator and Academic Team Advisor in writing.
   - School Administrator or Academic Team Advisor responds to written appeal within two (2) weeks.
   - Academic Team meets to discuss the Retention Appeal. The Academic Team reports findings to the Academic Team Advisor (ATA). The ATA documents the findings and shares with the School Administrator.
   - If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting where the Academic Team Advisor will attend the Closed Session with the findings from the Academic Team's review.
   - The School Board will meet in a closed session and the GB (Governing Board) President or designee will send the parent or guardian a response to the appeal, in writing, within a week of the meeting.

## 5. IDEA/504 Students

5. Students who participate in special education/504 plans have their education program and decision-making process affected by state and federal regulations; therefore, decision-making in the area of grade promotion/retention is first governed by state

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

and federal requirements.

## 6. Charter School Rights

6. The policy adopted pursuant to this section shall be adopted at a public meeting of the Governing Board of The Charter School. Nothing in this section shall be construed to prohibit the retention, promotion, or acceleration of a pupil not included in grade levels identified in this policy, or for reasons other than those specified for pupils at risk for retention if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit the Governing Board from adopting promotion, acceleration, and retention policies that exceed the criteria established in the California Ed. Code 48070.5, Promotion or Retention of Pupils.

**It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.**

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

CLARKSVILLE
CHARTER SCHOOL

# Independent Study Board Policy

Clarksville Charter School (hereinafter "Charter School") may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Charter School Governing Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
2. Establish the Procedure for Placement Determination
3. Outline What Must Be Included in a Current Written Agreement
4. Outline How Average Daily Attendance Will Be Calculated
5. Establish Compliance with the Education Code
6. Establish the Implementation of the Independent Study Policy

The Executive Director or designee retains discretion to approve independent study written agreements for students. The Charter School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021) and Assembly Bill 167 (2021), and adopted pursuant to Education Code ("EC") § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School's 2021-22 school year:

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)

2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20 schooldays. (EC § 51747(a).)

3. When any student fails to complete two (2) assignments during any period of twenty (20) schooldays or fails to make satisfactory educational progress (defined below in Section 4), the Charter School (e.g., Director of Academic Program) will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years



from the date of the evaluation and if the student transfers to another California public

school, the record will be forwarded to that school. § 51747(b).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:

a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5) (as described below):

- Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education);
  - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University;
  - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks;
  - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above;
  - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board);
  - The English learner reclassification rate;
  - The percentage of pupils who have passed an advanced placement exam with a score of "3" or higher; and
  - The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).



- Pupil engagement, as measured by all of the following, as applicable:
- School attendance rates;
- Chronic absenteeism rates;

- Middle school dropout rates;
- High school dropout rates; and
- High school graduation rates.

b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
c. Learning required concepts, as determined by the supervising teacher. d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)

5. Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A—G admissions criteria. (EC § 51747(c).)

6. If a student is non-participatory in "synchronous instruction" for more than ~~does not generate attendance for more than three (3) schooldays or~~ 50 ~~60~~ percent of the scheduled times per school month, as applicable ~~instructional days in a school week~~, or 20 ~~10~~ percent of ~~required~~ minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory pursuant to EC § 51747.5 ~~for more than the greater of three (3) schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span~~, or for students who are in violation of their independent study written agreement, Charter School shall:

a. Verify the student's current contact information;

b. Notify the student's parent or guardian of the student's lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);

c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement; and

d. If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-



educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (EC § 51747(d).)

7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by, a ~~certificated~~ teacher or teachers of record employed by the local educational agency and involving live two-way communication. (EC § 51745.5.)

a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction

b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction and for daily live interaction.

c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as non participatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)

9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:



a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.

b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.

c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress,

and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)

i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:



i. For the 2021-22 School Year Only: Charter School will obtain a signed written agreement for an independent study program of any length of time from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the

requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

j. Upon the request of the parent or guardian of a student, before signing a written agreement pursuant to EC § 51747, the Charter School will conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

Additional Independent Study Requirements:

a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)

b. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)



c. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher as set forth in EC § 51747.5(b).

d. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)

e. Records of the independent study program will be maintained for audit purposes and shall include the following:

i. A copy of the independent study board policies.
ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products

are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.

v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)

Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

1. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

    a. Students will initial "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."

CLARKSVILLE
CHARTER SCHOOL

# Expense Reimbursement Policy

2022-2023



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# EXPENSE REIMBURSEMENT POLICY

The School's policy is to reimburse its employees for reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties. School employees will receive a stipend to cover expenses as categorized below to be paid over 10 months or begin the monthly rate in relation to employment start date.

## TRAVEL: Mileage

**CATEGORY 1:**

**HOMESCHOOL TEACHERS, INSTRUCTIONAL TEAM ADVISORS, ADMIN ASSISTANT**

Expected to use their personal vehicles during the course and scope of their employment. As such, the School provides:

- Full-time employees: $500 stipend each semester to cover costs related to the use of personal vehicles
- Part-time employees: $250 each semester to cover costs related to the use of personal vehicles
    - The School will pay the part-time employee the hourly rate for time incurred to and from scheduled events and activities

**CATEGORY 2:**

**SPECIAL EDUCATION AND STUDENT SUPPORT**

**NURSE**

**VIRTUAL/OUT OF SERVICE AREA EMPLOYEES**

- Not eligible for travel stipend
- With prior approval, the employee may complete the mileage reimbursement process when attending local meetings and events once they are in area of school service

**CATEGORY 3:**

**FAMILY LIAISONS**

- ~~Full-time employee:~~ $500 stipend each semester to cover costs related to the use of personal vehicles

~~**PART-TIME FAMILY LIAISONS**¶~~

- ~~$250 each semester to cover costs related to the use of personal vehicles¶~~
    - ~~The School will pay the part-time employee the hourly rate for time incurred to and from scheduled events and activities¶~~

¶

**TRAVEL STIPEND**

The stipend is intended to reimburse those employees for vehicle-related expenses, driving related expenses, including, but not limited to wear and tear, fuel and personal auto insurance for travel required in direct consequence of the discharge of their job duties. The School will not be responsible for traffic or parking violations or car repair/maintenance.

If an employee believes the stipend amount is insufficient to cover their employment related travel expenses, the employee must provide the School with receipts and documentation showing that the employee has incurred expenses above their stipend amount within 30 days of incurring the mileage. Employees are responsible for maintaining an accounting of their mileage including locations traveled, reason(s) traveled and documentation of miles on a web-based map such as Google Maps. Employees who believe they will exceed the standard stipend should submit for pre- approval from the Executive Director or designee. The School may periodically request follow-up documentation to verify that the employee is incurring the expense.

The School will pay the per semester stipend in a prorated manner to be paid over 10 months or begin the monthly rate in relation to employment start date. If an employee's employment terminates before the end of any month, the stipend will be prorated to reflect the employee's dates of employment.

**MILEAGE REIMBURSEMENT**

If the School requires any other employee not receiving a travel stipend to drive their personal vehicles in the course and scope of their employment, the employee will be reimbursed for the reasonable and necessary expense of using their personal vehicle on behalf of the School. Such employees will receive a reimbursement payment from the School for mileage expenses incurred after submitting an expense reimbursement form as set forth below. For those employees that are assigned to a worksite, the employee will receive a reimbursement payment for mileage expenses incurred beyond the employee's normal commute to their assigned worksite.

Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven on behalf of the School. Employees are required to accurately submit a report of miles driven on behalf of the School within 30 days of incurring the mileage.

If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to their Executive Director or designee for review and approval then submit to the Accounting Department. Employees will be required to submit documentation to support any request for additional mileage reimbursement.

# HOTELS, MEALS, AND GRATUITY

The Executive Director or designee must pre-approve all out-of-town travel which requires overnight stays.

## Hotels

Employees will be reimbursed for pre-approved overnight stays at hotels/motels when the approved event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Executive Director or designee. In the event travel cannot occur within the employees daily working hours, the employee may seek approval from the Executive Director or designee to request a hotel stay. For travel that requires overnight stays, the Charter will pay for the employee's hotel stay. The hotel stay must be approved through the Charter's Request and Approval process. The Executive Director or designee will secure the accommodations unless reimbursement has been approved. In general, accommodations will be $100 - $150 per night.

- Staff may stay at the rate of up to two-times the federal per diem rate with the Executive Director or designee's pre-approval
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or designee's advance approval
- If any employee exceeds the lodging allowance without prior approval, the Charter will only reimburse up to double the federal per diem rate

## Meals

An employee can seek meal reimbursement based on the following:

1. Gained prior Executive Director or designee's approval to attend a multi-day conference
    a. Meal reimbursement is not for single day conferences or meetings
    b. Meal reimbursement starts on the second day of the conference and is paid daily through the last day of the trip
2. Meal reimbursement cannot be claimed when the conference or airline provided a meal*

<u>Meal Allowance</u>

Meal reimbursements shall not exceed the allowed maximum rate listed in the reimbursement meal rates table listed herein. Meals for which there are no itemized receipts will not be reimbursed; there are no exceptions.

Items needed for Upload: Itemized receipts for meal reimbursements are required.

**Alcoholic beverages are not an allowable expense.**

Reimbursement Meal Rates Table:

| **Maximum Meal Criteria** for claiming meal expenses is as follows, along with maximum meal reimbursement amounts, including applicable taxes, and tips up to 18% of meal total. | |
|---|---|
| Breakfast* | $12 |
| Lunch* | $16 |
| Dinner* | $22 |

***Note:** Full meals included in the airfare, hotel, and conference fees, or otherwise provided may not also be claimed for reimbursement. The same meal may not be claimed more than once on any date (this occurs, for example, when lunch is included in registration but employees choose to dine elsewhere). Continental breakfasts of rolls, coffee, and juice provided by hotels or conferences are not considered full meals. If the employee has special dietary needs due to medical conditions or food allergies, and meal accommodations are not provided by the hotel or conference, reimbursement may be submitted with an explanation.

## Gratuity

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee.

In order to be eligible for reimbursement employees must follow the procedures noted below:

1. Receive pre-approval from your Executive Director or designee
2. Please utilize the Reimbursement Request Form
3. Complete the employee information section
4. Mileage reimbursement
    a. Date, student or activity, mileage
        i. Only fill out mileage for which you are requesting reimbursement
    b. Attach your mileage log
    c. Attach Google or other web-based map(s) with the shortest distance
5. Expense reimbursement
    a. Date, purchase type, description, cost
    b. Attach your itemized receipts
    c. Attach your pre-approval email
6. Confirm your submission
7. Sign your reimbursement
8. The Executive Director or designee will review your submission
    a. Once approved your reimbursement will move to Accounts Payable to be processed for payment.

b. You will be reimbursed in the form of a check or direct deposit whichever method you have signed up for. If you receive paper checks your check will be mailed to you by Charter Impact

## MONTHLY STIPEND FOR PHONE AND UTILITIES EXPENSES

Employees who are required to use their personal cell phones and utilities to perform work on behalf of the School will be provided a stipend in the amount of $250 for full-time employees and $125 for part-time employees for the use of personal cell phones and utilities and an additional amount for taxes associated therewith. School employees will receive a stipend as categorized to be paid over 10 months or begin the monthly rate in relation to employment start date.

All employees will be provided with a school hot spot to be used for internet access to perform their job duties.

The School has established this monthly stipend based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expenses incurred in using their personal cell phones and utilities to perform work on behalf of the School. If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone or utilities expenses on behalf of the School, the employee must immediately report this expense issue to the Executive Director or designee for review and approval then submit to the Accounting Department.

Employees will be required to submit documentation to support any request for additional reimbursement in excess of the monthly stipend. Employees that are eligible for this monthly stipend are required to submit a Request for Monthly Stipend form affirming that the employee uses their personal cell phone and utilities to perform work on behalf of the School and that the employee will immediately notify the School if the employee no longer incurs an expense related to the personal use of their cell phone and/or utilities in the discharge of their duties. The School reserves the right to request supporting documentation from employees at any time to support the employees request for the monthly stipend. Failure to provide such documentation as requested may delay or cease further payments of the monthly stipend to the employee.

**Please note that the School may establish varying stipend amounts for personal cell phones, internet expenses and utilities based on multiple factors such as workload, part-time or full-time status of the employee and other relevant factors

### OTHER EXPENSES

With the exception of those certain employees who are required to use their personal vehicles, cell phones, internet access and utilities during the course and scope of their employment for the School, it is the School's policy to provide its employees with all necessary equipment to perform their duties on behalf of the School including laptops. The School does not require employees to

purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the Executive Director or designee.

### Office Supplies

The purchase of printer ink, paper, miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders) and/or stamps/mailing charges for School-related correspondence will have a $250 stipend for full-time employees and $125 for part-time employees. School employees will receive a stipend as categorized below to be paid over 10 months or begin the monthly rate in relation to employment start date.

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

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

## REPORTING

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

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

## Stipend Chart

*Stipends are a fixed sum of money paid as an allowance in addition to regular pay for performing additional duties above and beyond the job description. In order to offer the stipend pay, the additional duties must be defined and outside of the job description scope of work.*

| Stipend Position | Amount per Year/Semester |
|---|---|
| Elective Class (min 15 students) 1 day/week | $1500/semester |
| Elective Class (min 15 students) 2 days/week | $2500/semester |
| Adventure Academy Class 1 day/week, 4 weeks | $300 |
| Adventure Academy Class 1 day/week, 8 weeks | $600 |
| Substitute Teacher, One 45-60 minute class | $40 |
| WASC (Self-Study) Lead | $3,500 |
| California Healthy Youth Act Coach | $2,500 |
| Military Science CACC Teacher | $2500/semester |
| Staff Wellness Coach | $1500/semester |
| Universal Pre-Kindergarten Specialist | $3,000 |
| New Teacher Training (July) | $750 |
| NJHS & NHS Advisor | $2,500 |
| Academic Decathlon Stipend | $5,000 |
| New Teacher Mentor Teachers | $500/teacher/semester |
| Extended School Year (ESY) | $3,500 |
| Diversity and Inclusion Advisor | $3,500 |
| Testing | $100-$1000 |
| Special Projects | $100-$3000 |

* Stipends are subject to budget and Charter need

# Coversheet

## Discussion and Potential Action for SGCA CSO June Items

**Section:** II. Governance
**Item:** A. Discussion and Potential Action for SGCA CSO June Items
**Purpose:**
**Submitted by:**
**Related Material:** SGCA CSO Slides JUNE.pptx



# Sequoia Grove Charter Alliance 2021-2022

*A year of new growth*

# Services

Enrichment Ordering

Group Licensing/ Group Enrollment

Curriculum Ordering

Enrollment - Registration/ SIS/ Pathways

CALPADS

Records

School Accountability and Compliance

Tech Services

Lending Library

Vendor invoicing and OnBoarding

Testing support

Accounts Payable - Invoice Processing

Payroll Processing

Events as requested

Facilities/ Operations

Insurance

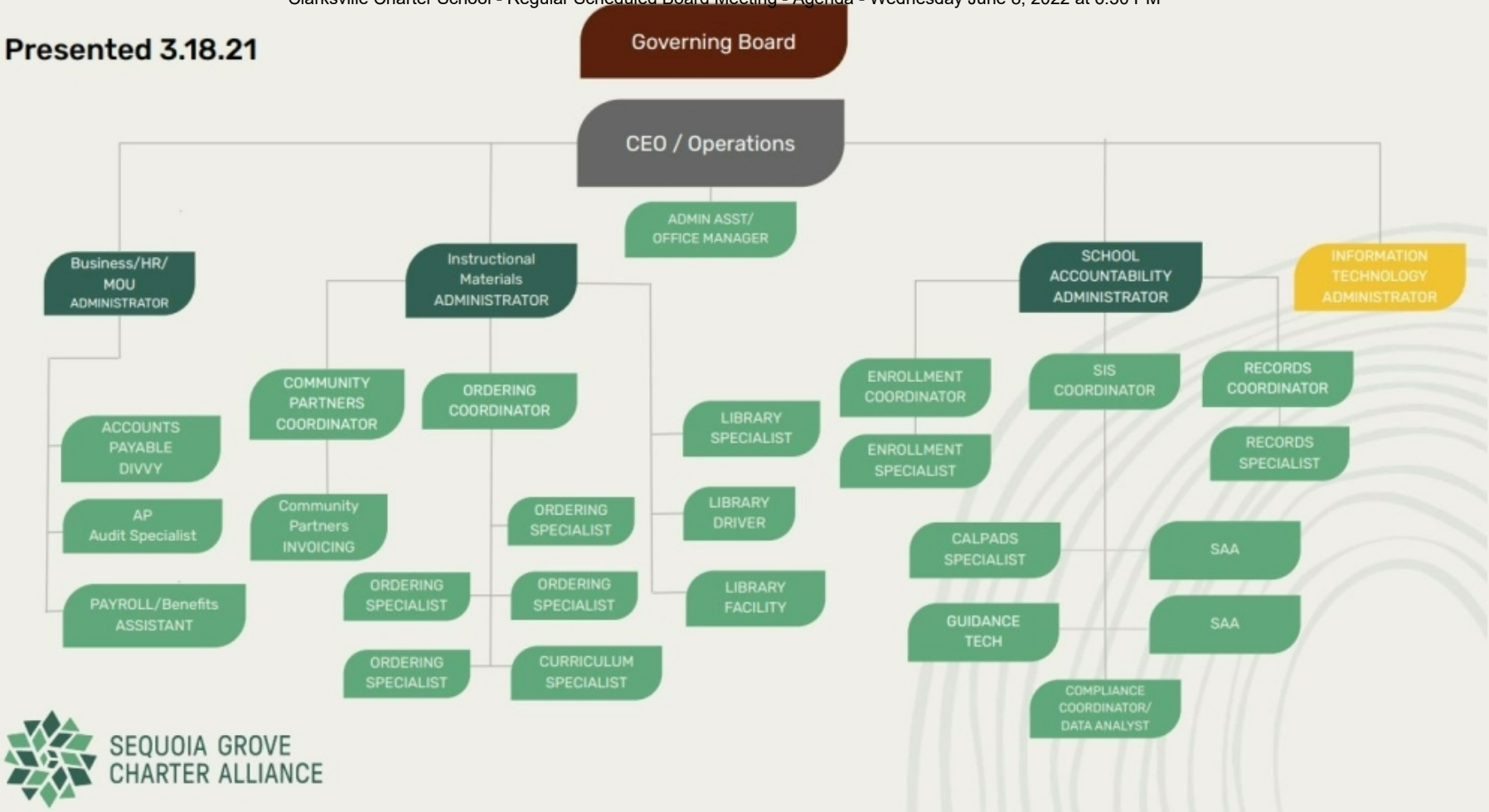
Google Suite

*Websites

*Digital Media / Branding

*Training

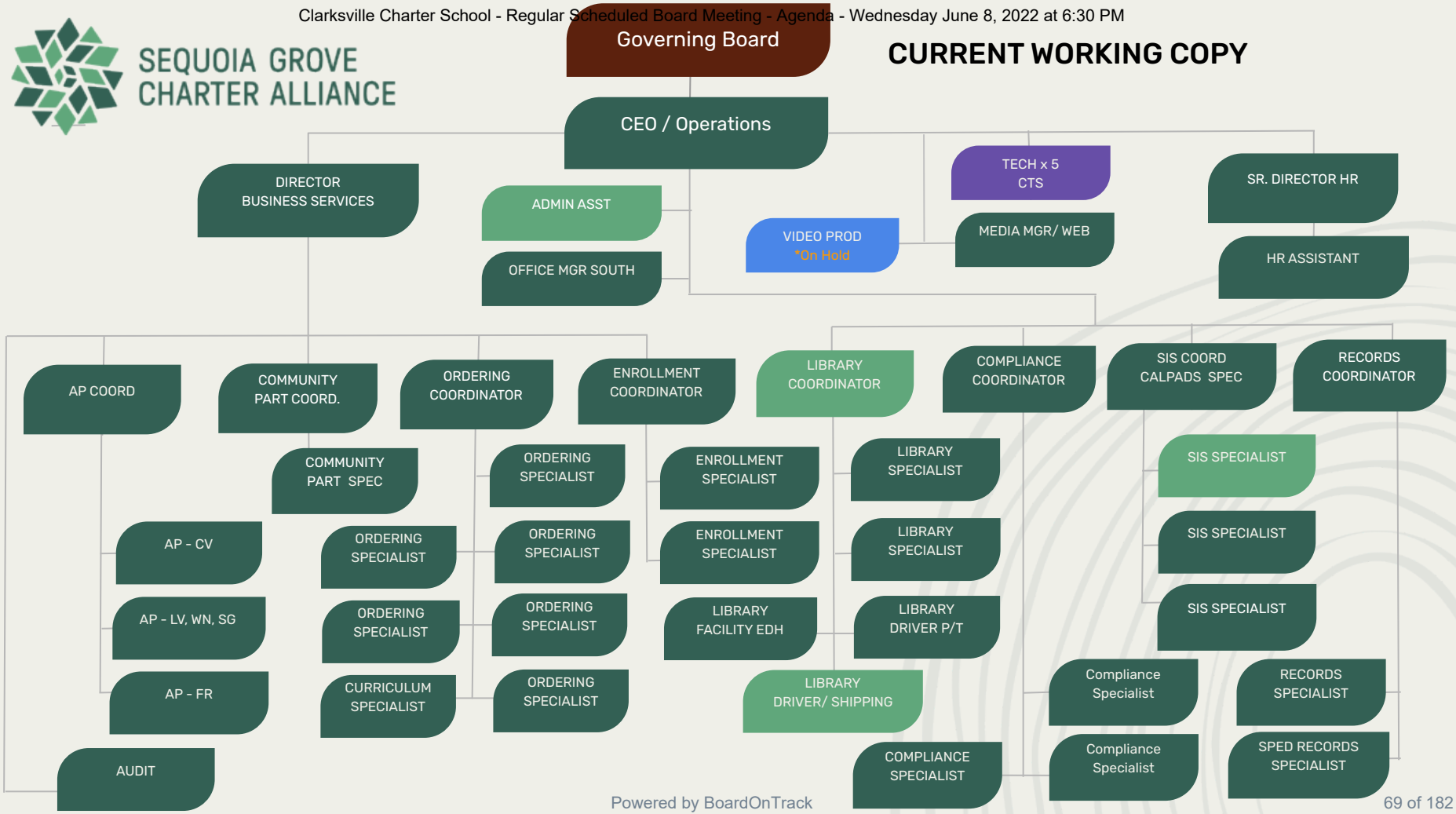
**Presented 3.18.21**




SEQUOIA GROVE CHARTER ALLIANCE

SEQUOIA GROVE CHARTER ALLIANCE

# CURRENT WORKING COPY



# By the numbers

**Community Partners:** 870
Service vendors: 530
Product vendors: 340
*Applications for 2022-23: + 175*

**Ordering:** 76,532
Products and Services: 56.338
Catalog Curriculum: 3,707
Tech orders: 900
Cancelled items: 15,587

**Records:** 2770
Moved over: 2337
New record intake: 2301
Record requests: 469

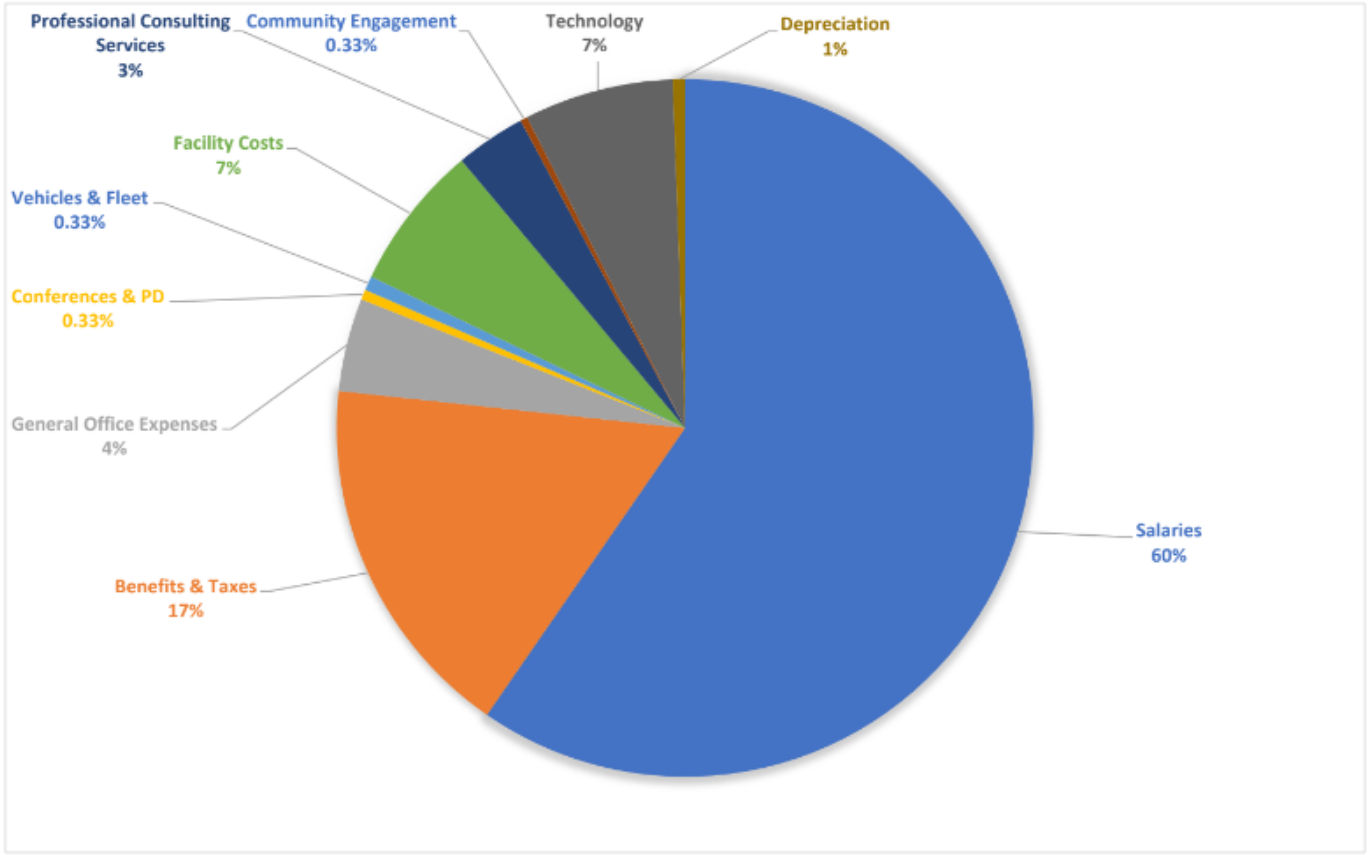
**Accounts Payable:** 38,826
Invoices processed to date: 38,826
Invoices “split”: 502

**Enrollment:** 1,581
New enrollments this year: 1581

**Compliance:** 188,832
Assignment Work Records: 58,598
Grid Logs: 56,675
Master Agreements: 16,108
MA Addendums: 2,853
Work Samples: 52,993
Attendance Claims: 1,600

**Tech:**
Tech orders fulfilled: 1,184
Devices managed: 1,462
Tickets solved: 8,375

**Library:** 162
Lending Library: 20,258
Clarksville: 3,600
Park-days: 162


Professional Consulting Services 3%
Community Engagement 0.33%
Technology 7%
Depreciation 1%
Facility Costs 7%
Vehicles & Fleet 0.33%
Conferences & PD 0.33%
General Office Expenses 4%
Benefits & Taxes 17%
Salaries 60%

# Coversheet

## Approval of the Local Control and Accountability Plan 2021-2024

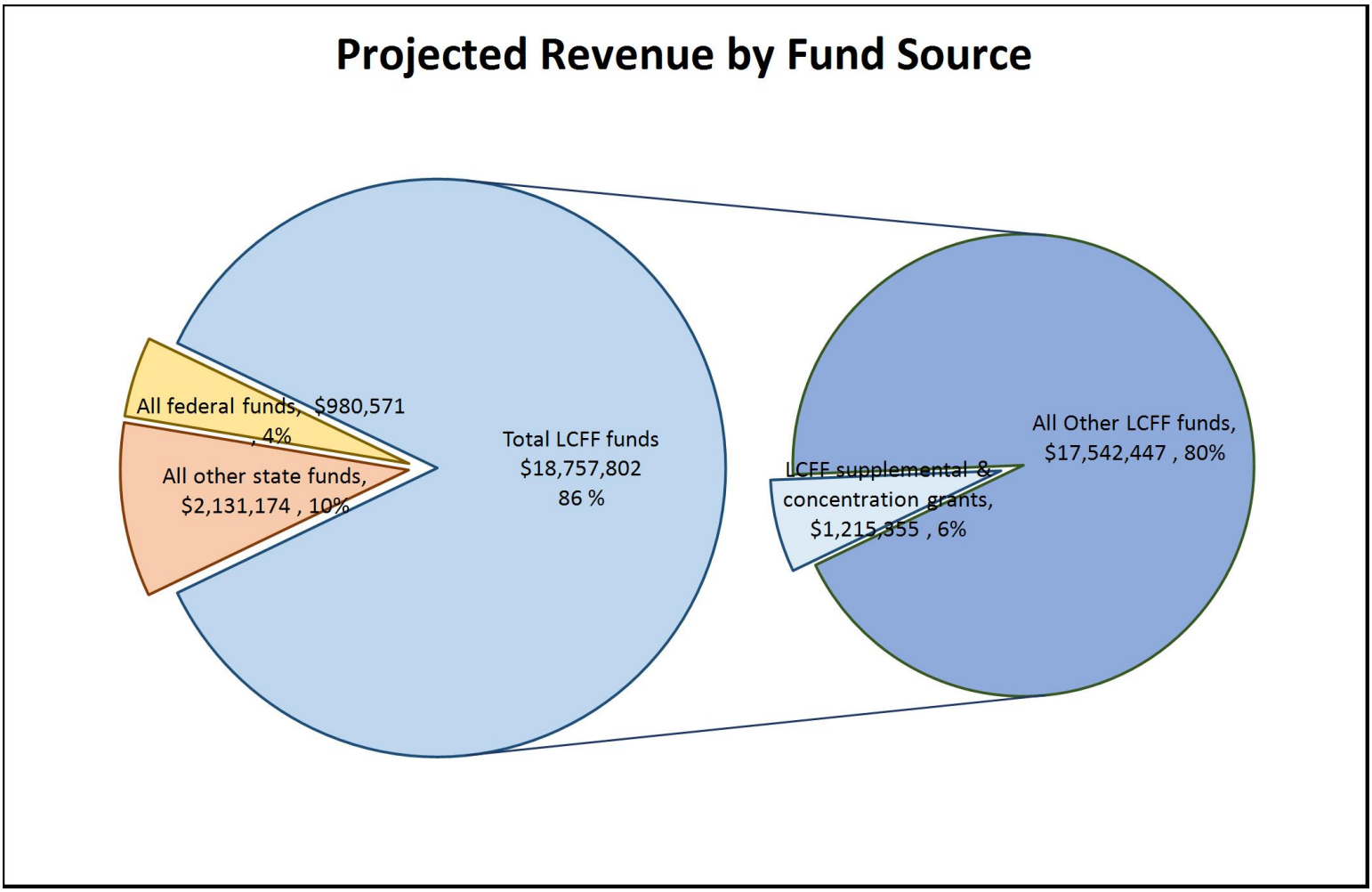
**Section:** III. Finances
**Item:** A. Approval of the Local Control and Accountability Plan 2021-2024
**Purpose:**
**Submitted by:**
**Related Material:**
2022_Local_Control_and_Accountability_Plan_Clarksville_Charter_School_20220608.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clarksville Charter School
CDS Code: 09 61838 0136200
School Year: 2022-23
LEA contact information:
Jenell Sherman
Executive Director
jenell.sherman@clarksvillecharter.com
916-526-3794

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 2022-23 School Year



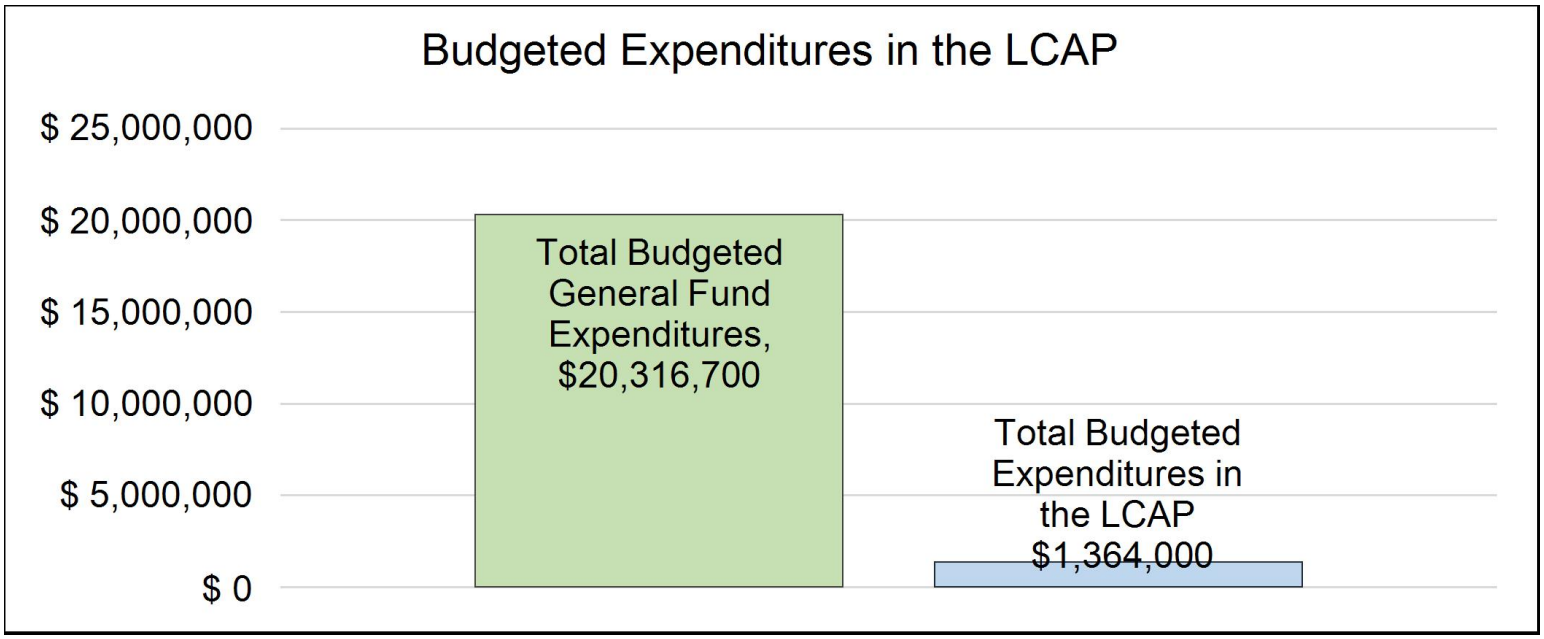

This chart shows the total general purpose revenue Clarksville Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clarksville Charter School is $21,869,547, of which $18,757,802 is Local Control Funding Formula (LCFF), $2131174 is other state funds, $ is

local funds, and $980,571 is federal funds.  Of the $18,757,802 in LCFF Funds, $1,215,355 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clarksville Charter School plans to spend $20,316,700 for the 2022-23 school year. Of that amount, $1,364,000 is tied to actions/services in the LCAP and $20,316,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

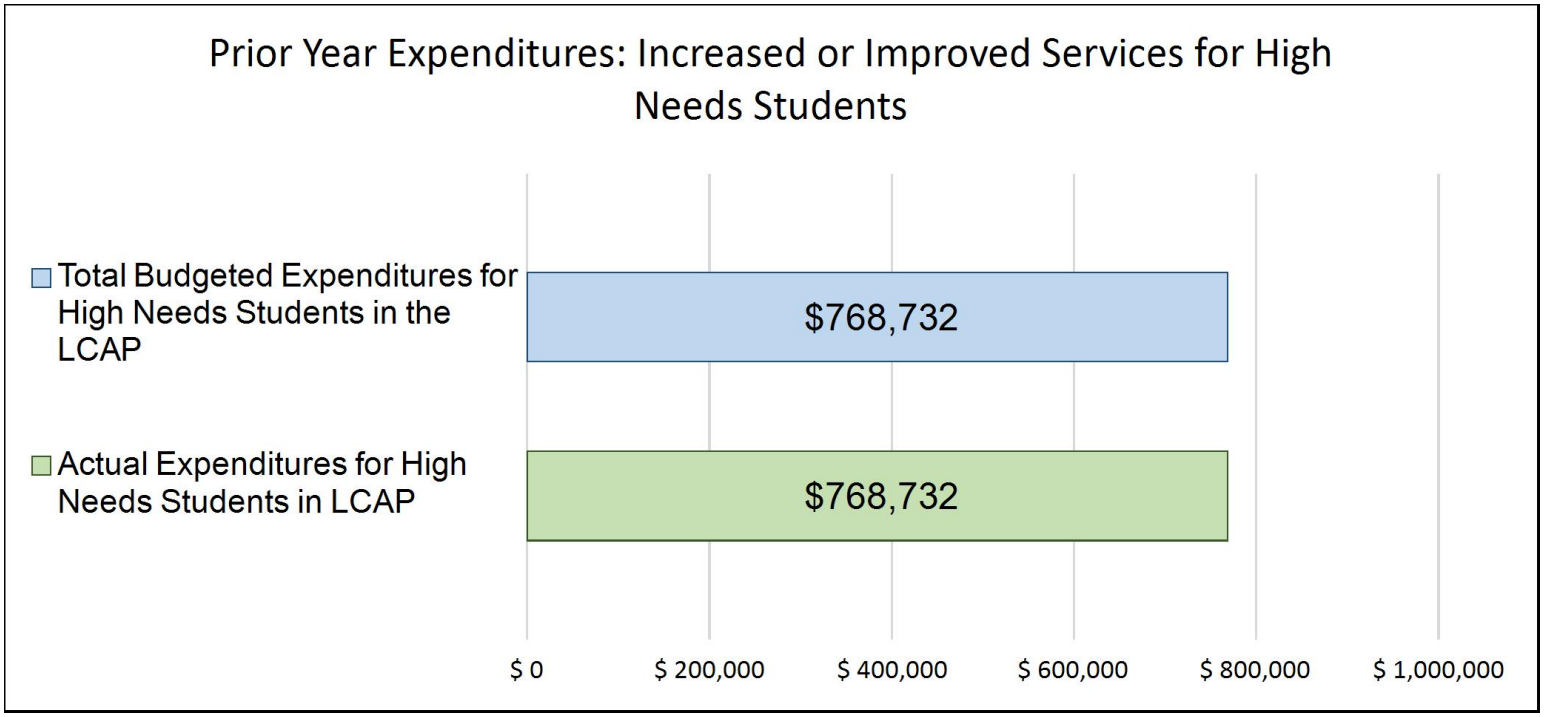
Operational costs and Professional Services rendered to run the school.

# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Clarksville Charter School is projecting it will receive $1,215,355 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 $1,220,000 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 2021-22




This chart compares what Clarksville Charter School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Clarksville Charter School's LCAP budgeted $768,732 for planned actions to increase or improve services for high needs students. Clarksville Charter School actually spent $768,732 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Educator Effectiveness Block Grant draft was presented and explained to the Governing Board and community members in a public board meeting on December 8, 2021. The Educator Effectiveness Block Grant was subsequently board approved on December 14, 2021.

The A-G Improvement Grant will be presented to the community and Governing Board members at the February 16, 2022 Board Meeting.

The Expanded Learning Opportunities Grant is accessible to the public on our school website, when drafting this plan we initially held several meetings with different departments within our school. Additionally, we sent out surveys to our community, staff, parents, and students to gain insight on school strategies, policies, and areas of focus that could be revisited within academic and social-emotional wellness.The ELO was board approved on May 27, 2021. Please see the link below for more detailed information.

https://www.clarksvillecharter.org/fs/resource-manager/view/8be50964-9122-48a2-b385-0e349ecb266d

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CCS did not receive a concentration grant or the concentration grant add-on, therefore this is not applicable.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ESSER III Expenditure Plan: The ESSER III Expenditure Plan includes meaningful consultation with community members in the Community Engagement section. Please see the link below for more detailed information.

https://www.clarksvillecharter.org/fs/resource-manager/view/e4c8d5c2-e720-4e5b-bc3c-e963e8a5f796 for more information.
ESSER II Assurances: CCS completed submission on April 05, 2021 through the CDE portal.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our ESSER III plans include continuing the programs and safety measures that we have implemented with the ELO and ESSER II funding along with our LCAP goals. Our ESSER III plan will be implemented starting in the 22/23 school year. During the current 21/22 school year we have been able to utilize the ESSER II funding to support the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. CCS has continued to maintain the health and safety of students, educators and other staff along with ensuring continuity of services with the implementation of the ESSER II plan. CCS has increased nursing services to ensure local, state and federal compliance, as well as COVID support. COVID PPE equipment, supplies and COVID tests, as required by CDPH. CCS will extend school year learning to address learning loss and credit recovery. Intervention staffing and stiped will support providing additional intervention and learning loss/acceleration programs to students through research based programs and supports. Virtual learning technology and program support will provide students with the capability and connectivity to daily instruction, support and services. CCS will increase staffing to support identifying and serving students with disabilities. CCS will increase opportunities and support for mental health offering and social emotional learning.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

COVID policies were presented and approved to the Governing Board on October 20, 2021 with a COVID-19 Schoolwide Health and Safety Plan. The plan is based on guidance provided by the U.S. Centers for Disease Control and Prevention, the California Division of Occupational Safety and Health Administration, the California Department of Education and the California Department of Public Health. The CCS board asked for clarified language and the revised version was approved on November 17, 2021. CCS also presented a COVID-19 Testing Policy

for staff which was board approved on October 12, 2021. Staff at CCS regularly attends COVID-19 Webinars and sessions to ensure that the school is up to date on COVID-19 related items. The school's website has a dedicated place for COVID-19 related items and announcements. As adjustments and recommendations are made by CDPH and local authorities for schools, CCS adjusts and revises communications. CCS has implemented several safety measures with our fiscal resources such as the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. We have also increased nurse services to ensure local, state, and federal compliance as well as COVID-19 support. Some examples of purchases were disinfectant wipes for shared technology and equipment, sanitizer, PPE equipment, COVID Tests, and shipping expenses to ship COVID tests to staff.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement

- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# Local Control 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<br>Executive Director | jenell.sherman@clarksvillecharter.org<br>916-526-3794 |

# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 1793 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.

Our school's Local Control and Accountability Plan (LCAP) reflects a 3-year analytical plan to increase student academic achievement and provide a healthy supportive environment to meet the needs for our students, families, and community.

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.

Clarksville Charter School opted out of State testing and used our local assessment (Star Renaissance) as our mode of testing our students for the 2020-21 school year and showed positive academic achievement. The California Department of Education (CDE) allowed schools to report data from standard aligned local assessments, due to the impact of the pandemic on remote learning. To address the lack of accessibility on the state's smarter balanced assessment due to technological issues from meeting the demand of the test we opted in using our local assessments. Our school's Renaissance Star Assessment meets state standards and Board approved criteria.

2021 Local Assessment Test Results for English Language Arts (ELA): The schoolwide percentage of students who met or exceeded the standard was at 73%, which was a 34% increase from our 2019 state assessment results. Our schools ELA results were also 24% higher than the state, which was at 49%.

2021 Local Assessment Test Results for Mathematics: The schoolwide percentage of students who met or exceeded the standard was at 46%, which was a 28% increase from our 2019 state assessment results. Our schools results were also 12% higher than the state, which was at 34%.

Our 2021 English Language Proficiency Assessment (ELPAC) results also showed 45.5% of our English Language Learners scored at Proficient (Well Developed), which is 31.5% higher than the state results.

For the 2021 California Dashboard results the state did not publish any state indicators but did release the graduation rate and a College/Career Measures Only Report, which contains several sub measures within the College and Career Indicator (CCI). Our schoolwide graduation rate is 87.7%, which is approximately 1% higher than the state rate of 86.8%. When reviewing our college/career measures report results the percentage of our graduating students who complete an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) was higher than the state average results. Specifically, 26% of our students completed one semester, two quarters, or two trimesters of College Credit Courses, which is 13% higher than the state results. Also, 19.2% of our students completed two semesters, three quarters, or three trimesters of College Credit Courses, which is 11% higher than the state rate. Additionally, 17.8% of our graduating students met the UC or CSU a-g criteria with a grade of C or better (or Pass), which is a huge increase from the prior year 2020 Dashboard results of 0% for our school. The number of graduating students who received the State Seal of Biliteracy was 2.7%, although a small percentage it is also an improvement from the 2020 Dashboard results which was at 0%.

# 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 recognizes the areas of need of improvement and utilizes the available data to monitor our student's growth and identify any performance gaps amongst our student groups. We have provided a summary of areas we recognize additional support for our student groups and overall schoolwide is needed and have continuously been working to prioritize these areas in our LCAP.

2021 Local Assessment Test Results for English Language Arts (ELA): The schoolwide percentage of students who Met or Exceeded the standard was at 73%. However, 42.5% of students with disabilities scored at standard met or exceeded, which indicates a performance gap with this student group.

2021 Local Assessment Test Results for Mathematics: The schoolwide percentage of students who met or exceeded the standard was at 46%. However, 33% of our socioeconomically disadvantaged students, and 25% of our students with disabilities scored at standard met or exceeded, which indicates a performance gap with these student groups.

For the 2021 California Dashboard the state did not release any state indicators results but did release the graduation rate as an additional report. Our schoolwide graduation rate results are 86.2%, which is approximately 0.6% lower than the state rate of 86.8%. Although this is an area of identified need of growth for our school overall, there were no performance gaps amongst any student groups identified within this report, which is a positive factor in analyzing this metric.

Additionally, an area we would like to improve on is our College and Career Indicator, although the state did not publish 2021 state indicators results a College/Career Measures Only Report was released. Evaluating the report measures, 4.1% of our graduating students scored 3 or higher on at least two Advanced Placement exams, and 1.4% of our graduating students completed at least one CTE Pathway with a grade of C- or better (or Pass) in a capstone course. We have determined this area of need to improve and have created a goal specifically to meet

this area of need. Goal 3 of our LCAP to Increase the number of students who are high school, college, career, and life ready addresses this area of need of improvement.

Our school has evaluated our performance on our 2021 Local Assessments, and the 2021 California Dashboard additional reports released and understand the need for improvement. We are also working on determining the impact of the pandemic on our student's performance on these academic assessments and how we can continue to provide additional support to help our student achieve academic success.

# 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 2021 California Dashboard include the Graduation Rate Indicator and College and Career Indicator. 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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners: 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 educational partners 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.

The LCAP Engaging Educational Partners input timeline is listed below:

August 9, 2021- Administrator meeting presentation and discussion of LCAP Goals, Actions, 8 state priorities, and local and state indicator results.

October 1, 2021- LCAP information shared to focused on an analysis of student performance data

October  2021 and February 2022 ITA and HST Meeting- Administrator, teacher, and school personnel meeting focused on strategies to address student, staff, and family input on LCAP Actions, Goals and state indicator performance data.

January 24, 2022- LCAP English Learner Advisory Committee meeting focused on strategies to address student, staff, and family input and LCAP goals, actions, and the 8 state priorities.

February 16, 2022- Public presentation of the Supplement to the Annual Update to the 2021-22 LCAP.

April 5 - May 20, 2022- Student, family, and staff surveys related to our schools LCAP Goals, Actions, and the 8 state priorities.

June 6, 2022- LCAP Public Hearing

June 8, 2022- School Board meeting for final approval of LCAP

A summary of the feedback provided by specific educational partners.

When analyzing the feedback, we received with various educational partners 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 educational partners and have been actively working on how we can incorporate the recommendations received to meet the needs of our community. We thank our educational partners for their participation in the surveys. Our school participates also in our SELPA's professional development offerings.  The school appreciates the SELPA to be a valuable resource for both staff and families who attend workshops and as a resource to meet the needs of our Students with Disabilities.  The collaborative relationship has allowed for both staff and families to gain information to assist our SWD.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 educational partners, 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 educational partners, 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.<br><br>List priorities<br>Priority 1: Basic (Conditions of Learning)<br><br>Priority 2: State Standards (Conditions of Learning)<br><br>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 most recent available California Dashboard 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 technology and the Internet. | 100% | 100% | N/A | N/A | 100% |
| Increase participation rate on Interim benchmarks assessments | ELA 96%<br>Math 95% | 21-22 Star Assessment<br>ELA- 90%<br>Math- 91% | N/A | N/A | ELA 98%<br>Math 98% |
| % of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use. | 95% | 100% | N/A | N/A | 100% |
| 100% of teachers will be fully credentialed in the area of instruction or assignment. | 100% | 100% | N/A | N/A | 100% |
| % of students enrolled in Direct instruction courses offerings | 55% | 28.72% of High School students | N/A | N/A | 40% |
| Schoolwide Distance from standard (DFS) on the CAASPP ELA | Baseline: 2018-2019<br>• 31.7 | 21-22 CAASPP Results will be available in August 2022<br>CCS opted out of State testing in 20-21 | N/A | N/A | -18.6 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Schoolwide Distance from standard (DFS) on the CAASPP Math | Baseline: 2018-2019<br>• 87.9 | 21-22 CAASPP Results will be available in August 2022 CCS opted out of State testing in 20-21 | N/A | N/A | -76.9 |
| % of students who have access to standard aligned instructional material | 100% | 100% | N/A | N/A | 100% |
| Maintain safe facilities as demonstrated in a local inventory report. | CCS's resource center received an Exemplary score on the FIT report | CCS's resource center received an Exemplary score on the FIT report | N/A | N/A | Exemplary |
| Implementation of state standards, particularly English language development | 100% | 100% | N/A | N/A | 100% |
| % of students who score at standards Met/Exceeded on California Science Test (CAST) | Baseline: 2018-2019 28.04% | 21-22 CAST Results will be available in August 2022 CCS opted out of State testing in 20-21 | N/A | N/A | 32% |
| % of students scoring at ready or conditionally ready on the EAP for ELA | Baseline: 2018-2019 39% | 21-22 EAP Results will be available in August 2022 CCS opted out of State testing in 20-21 | N/A | N/A | 57% |
| % of students scoring at ready or conditionally ready on the EAP for Math | Baseline: 2018-2019 18% | 21-22 EAP Results will be available in August 2022 CCS | N/A | N/A | 35% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | opted out of State testing in 20-21 | | | |
| % of priority group students (EL, FY, those with exceptional needs) who received tier 2 support) | 9% | 43% | N/A | N/A | 50% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | 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. | $170,000.00 | Yes |
| **1.2** | 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. | $170,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Implement and assess formative and interim assessments | Our most recent available California Dashboard data 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. | $20,000.00 | No |
| **1.4** | Increase the number of live or synchronous classes/workshops for Elementary level grades | Our most recent available California Dashboard data shows 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 and students with disabilities 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. | $140,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | 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 and students with disabilities will benefit due to financial restraints of these students. | $75,000.00 | No |
| **1.6** | Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support. | Our most recent available California Dashboard data shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math.<br>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 and students with disabilities 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. | $280,000.00 | No |
| **1.7** | Purchase of resources to support Multi-Tiered System of Support (MTSS), | 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 | $15,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Student Study Team (SST), & Section 504 access, process, and compliance | 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, dyslexia programming and screeners will be purchased to support with school compliance as well as SEL programming and 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. | | |

# 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.

All actions for Goal 1 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported.

An explanation of how effective the specific actions were in making progress toward the goal.

All actions within Goal 1 were necessary in making progress toward reaching the goal of how we will continue to develop plans and utilize data to strengthen student achievement for all students. For example, Action 1.1 helped families of our priority group students become more aware and utilize the resources they have available which ultimately contributed to increase student academic achievement. Additionally, Action 1.3 also contributed to reaching this goal by providing the necessary data from interim benchmark assessments which teachers, parents, students, and administrators can utilize to monitor academic performance at different points of time during the school year.

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.

There have been no changes made this planned goal, metrics, desired outcomes, or actions for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | CCS will promote a safe, healthy, and engaged learning environment for all students.<br><br>List Priorities<br>Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 7: Course Access (Conditions of Learning)<br>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 8.22%. 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 2021-22 school year we had 2% 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%<br>Parents: 95%<br>Teachers: 98% | Students: NA<br>Parents: 100%<br>Teachers: 100% | N/A | N/A | Students: 100%<br>Parents: 100%<br>Teachers: 100% |
| The percent student suspension rate | 0% | 0% | N/A | N/A | 0% |
| The percent student expulsion rate | 0% | 0% | N/A | N/A | 0% |
| The percent High school dropout rate | 5.45% | 8.22% | N/A | N/A | 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The percent Middle school dropout rate | 0% | 0% | N/A | N/A | 0% |
| Maintain Chronic Absenteeism Indicator at 0% for all students | 0% | TBD in 2022 California Dashboard Release | N/A | N/A | 0% |
| 1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually | 100% | 100% | N/A | N/A | 100% |
| Increase opportunities for student participation in leadership, enrichment, and academic events i.e., NHS NJHS, Enrichment | Fall: 51 students<br>Spring: 45 students | 21-22 School Year Data<br><br>Community Program Club<br>Fall: 236<br>Spring: 121<br><br>Adventure Academy<br>Fall: 184<br>Spring:136<br><br>NHS:  5<br>NJHS: 16<br><br>JHVA: Fall 94<br>Spring 76 | N/A | N/A | Community Program Club<br>Fall: 280<br>Spring: 145<br><br>Adventure Academy<br>Fall: 220<br>Spring:165<br><br>NHS:  10<br>NJHS: 20<br><br>JHVA: Fall 115<br>Spring 95 |
| Increase # of parents who provide feedback on survey specific to our LCAP actions and goals | 66 | 14 | N/A | N/A | 85 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| % of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources | 100% | 100% | N/A | N/A | 100% |
| The percent of English learners who reclassify | 2.6% | 2.0% | N/A | N/A | 5% |
| The percent of English learners who are making progress towards English proficiency on ELPI | N/A<br>*Less than 11 students - data not displayed for privacy | TBD in 2022 California Dashboard Release | N/A | N/A | 65% |
| % of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes | 80% | 86% | N/A | N/A | 92% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | 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 | $40,000.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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. | | |
| **2.2** | Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners. | Our reclassification results for 2021-22 show 2% 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. | $95,000.00 | Yes |
| **2.3** | Fund School Counselor/SST Coordinator | 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. 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. | $95,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Fund positions for monitoring student achievement data | Our CALPADS report showed our high school dropout rate for 2020-21 school year is 8.22%, 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.<br><br>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. | $92,000.00 | Yes |

# 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.

All actions for Goal 2 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported.

An explanation of how effective the specific actions were in making progress toward the goal.

All actions within Goal one were necessary in making progress toward reaching the goal to promote a safe, healthy, and engaged learning environment for all students. For example, Action 2.1 provided the additional source of support needed for our priority group students to utilize the resources available to them and feel socially and emotionally secure.  Additionally, Action 2.3 helped families and students have a

resource for their social and emotional needs through workshops, whole group practices, small group interventions, and individualized learning activities which ultimately contributed to creating a safe, and healthy environment.

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.

Within this Goal a new metric was added and an adjustment was made to a previous metric. The new metric of % of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes was added to measure how well our schools foundation of who we want our students to flourish into is being established to the best of our ability. The previous metric which was % 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 coordinator at least once a year was adjusted to % of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources. This change was made to ensure all areas of communication from our school were being measured and not just one particular process of communicating with our families of priority group students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **3** | Increase the number of students who are high school, college, career, and life ready.<br><br>List priorities:<br>Priority 3: Parental Involvement (Engagement)<br>Priority 5: Pupil Engagement (Engagement)<br>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 17.8% 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. Additionally we had 1.4% of our students complete at least one CTE pathway. To 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% | 17.8% | N/A | N/A | 15% |
| The percent of students completing at least one CTE pathway | 8% | 1.4% | N/A | N/A | 10% |
| 5% increase in the number of students who score at Approaching Prepared or Prepared level on the College and Career Indicator | 33.9% | TBD in 2022 California Dashboard | N/A | N/A | 65% |
| The percentage of students passing the AP examination with a score of 3 or higher | 100% | 0% | N/A | N/A | 72% |
| The percentage of high school students graduating within 4 or 5 years | 89.5% | 87.7% | N/A | N/A | 90% |
| Increase CAASPP participation rate or maintain at 95% or higher | Baseline: 2018-2019 96% | 21-22 CAASPP Results will be available in August 2022 CCS opted out of State testing in 20-21 | N/A | N/A | 95% |
| Increase percentage of students scoring at standard met or exceeding (level 3 or | Baseline: 2018-2019 18.5% | 21-22 CAASPP Results will be available in August 2022 CCS opted out | N/A | N/A | 30% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 4) on CAASPP Mathematics assessments, including all subgroups | | of State testing in 20-21 | N/A | N/A | |
| 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% | 21-22 CAASPP Results will be available in August 2022 CCS opted out of State testing in 20-21 | N/A | N/A | 50% |
| % of students who complete both A-G and CTE pathway | 1% | 0% | N/A | N/A | 5% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | 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. This action will increase and improve services for our unduplicated groups because it will add to a current 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 | $77,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion. | | |
| **3.2** | Provide College Readiness Assessments and Preparatory Workshops | 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.<br><br>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. Special Education courses for college and career readiness are provided to Special Education students 16 years and older to support with high school graduation as well as supporting students transitions onto secondary higher education and job readiness. | $95,000.00 | Yes |
| **3.3** | Partnership with Earn and Learn Organization and additional secondary support programs | 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.<br><br>We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities. | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.4** | Individualized Graduation Plan | Our Graduation Rate on the 2021 California Dashboard is at 87.7%, which is a decline of 1.8% from the previous year. 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<br><br>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. | $0.00 | No |

# 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.

All actions for Goal 3 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported, the only change was for Action 3.3 Partnership with Earn and Learn Organization and additional secondary support programs which was free of any cost.

An explanation of how effective the specific actions were in making progress toward the goal.

All actions within Goal 3 were necessary in making progress toward reaching the goal to increase the number of students who are high school, college, career, and life ready. For example Action 3.1 helped contribute to reaching this goal by creating a larger scope of CTE and A-G courses, which students could choose from and ultimately have a higher chance of meeting the requirements of the CCI indicator pathways. Additionally Action 3.4 allowed a more one on one data analyzing approach where we were able to monitor each students academic achievements till date and be able to create a plan to help them reach the goal of being college and career ready.

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.

There have been no changes made this planned goal, metrics, desired outcomes, or actions for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| 1,215,355 | 0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 6.48% | 0.00% | $0.00 | 6.48% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## 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 34.6% of our students who qualify as either foster youth, English learners, or low-income, for which we receive $1,215,355 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 6.48% which is approximately $78,755. 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 educational partners, 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Clarksville Charter School does not qualify for concentration funds (our unduplicated percentage is less than 55%).

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,220,000.00 | | | $144,000.00 | $1,364,000.00 | $1,212,000.00 | $152,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch | English Learners<br>Foster Youth<br>Low Income | $140,000.00 | | | $30,000.00 | $170,000.00 |
| 1 | 1.2 | Professional Learning related to student learning needs, particularly for Students with Disabilities | All<br>Students with Disabilities | $150,000.00 | | | $20,000.00 | $170,000.00 |
| 1 | 1.3 | Implement and assess formative and interim assessments | All<br>Students with Disabilities | $20,000.00 | | | | $20,000.00 |
| 1 | 1.4 | Increase the number of live or synchronous classes/workshops for Elementary level grades | All<br>Students with Disabilities | $120,000.00 | | | $20,000.00 | $140,000.00 |
| 1 | 1.5 | Purchase additional technology | All<br>Students with Disabilities | $60,000.00 | | | $15,000.00 | $75,000.00 |
| 1 | 1.6 | Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support. | All<br>Students with Disabilities | $260,000.00 | | | $20,000.00 | $280,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance | English Learners<br>Foster Youth<br>Low Income | $15,000.00 | | | | $15,000.00 |
| 2 | 2.1 | Fund support staff for unduplicated student support | English Learners<br>Foster Youth<br>Low Income | $30,000.00 | | | $10,000.00 | $40,000.00 |
| 2 | 2.2 | Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners. | English Learners<br>Foster Youth<br>Low Income | $85,000.00 | | | $10,000.00 | $95,000.00 |
| 2 | 2.3 | Fund School Counselor/SST Coordinator | English Learners<br>Foster Youth<br>Low Income | $95,000.00 | | | | $95,000.00 |
| 2 | 2.4 | Fund positions for monitoring student achievement data | English Learners<br>Foster Youth<br>Low Income | $85,000.00 | | | $7,000.00 | $92,000.00 |
| 3 | 3.1 | Increase number of course offerings in college and career indicators | English Learners<br>Foster Youth<br>Low Income | $70,000.00 | | | $7,000.00 | $77,000.00 |
| 3 | 3.2 | Provide College Readiness Assessments and Preparatory Workshops | English Learners<br>Foster Youth<br>Low Income | $90,000.00 | | | $5,000.00 | $95,000.00 |
| 3 | 3.3 | Partnership with Earn and Learn Organization and additional secondary support programs | English Learners<br>Foster Youth<br>Low Income | | | | | $0.00 |
| 3 | 3.4 | Individualized Graduation Plan | All | | | | | $0.00 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 18,757,802 | 1,215,355 | 6.48% | 0.00% | 6.48% | $580,000.00 | 0.00% | 3.09 % | **Total:** | $580,000.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $580,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $140,000.00 | |
| **1** | **1.7** | Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |
| **2** | **2.1** | Fund support staff for unduplicated student support | | | English Learners<br>Foster Youth<br>Low Income | All Schools | $30,000.00 | |
| **2** | **2.2** | Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $85,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | support for our English Learners. | | | | | | |
| **2** | **2.3** | Fund School Counselor/SST Coordinator | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $95,000.00 | |
| **2** | **2.4** | Fund positions for monitoring student achievement data | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $85,000.00 | |
| **3** | **3.1** | Increase number of course offerings in college and career indicators | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $70,000.00 | |
| **3** | **3.2** | Provide College Readiness Assessments and Preparatory Workshops | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $90,000.00 | |
| **3** | **3.3** | Partnership with Earn and Learn Organization and additional secondary support programs | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $798,529.00 | $901,933.95 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch | Yes | 52407 | 59006.13 |
| **1** | **1.2** | Professional Learning related to student learning needs, particularly for Students with Disabilities | Yes | 244747 | 244747 |
| **1** | **1.3** | Implement and assess formative and interim assessments | Yes | 28466 | 35344.50 |
| **1** | **1.4** | Increase the number of live or synchronous classes/workshops for Elementary level grades | Yes | 46118 | 56000 |
| **1** | **1.5** | Purchase additional technology | Yes | 24000 | 38160.80 |
| **1** | **1.6** | Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support. | Yes | 127540 | 159000 |
| **1** | **1.7** | Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance | Yes | 1374 | 2033.52 |
| **2** | **2.1** | Fund support staff for unduplicated student support | Yes | 30000 | 30000 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **2** | **2.2** | Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners. | Yes | 32701 | 52000 |
| **2** | **2.3** | Fund School Counselor/SST Coordinator | Yes | 32076 | 32076 |
| **2** | **2.4** | Fund positions for monitoring student achievement data | Yes | 81566 | 81566 |
| **3** | **3.1** | Increase number of course offerings in college and career indicators | Yes | 60222 | 70000 |
| **3** | **3.2** | Provide College Readiness Assessments and Preparatory Workshops | Yes | 34378 | 42000 |
| **3** | **3.3** | Partnership with Earn and Learn Organization and additional secondary support programs | Yes | 2934 | 0 |
| **3** | **3.4** | Individualized Graduation Plan | No | 0 | 0 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| | $0.00 | $0.00 | $0.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch | Yes | | | | |
| 1 | 1.2 | Professional Learning related to student learning needs, particularly for Students with Disabilities | Yes | | | | |
| 1 | 1.3 | Implement and assess formative and interim assessments | Yes | | | | |
| 1 | 1.4 | Increase the number of live or synchronous classes/workshops for Elementary level grades | Yes | | | | |
| 1 | 1.5 | Purchase additional technology | Yes | | | | |
| 1 | 1.6 | Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support. | Yes | | | | |
| 1 | 1.7 | Purchase of resources to support Multi-Tiered System of | Yes | | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance | | | | | |
| **2** | **2.1** | Fund support staff for unduplicated student support | Yes | | | | |
| **2** | **2.2** | Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners. | Yes | | | | |
| **2** | **2.3** | Fund School Counselor/SST Coordinator | Yes | | | | |
| **2** | **2.4** | Fund positions for monitoring student achievement data | Yes | | | | |
| **3** | **3.1** | Increase number of course offerings in college and career indicators | Yes | | | | |
| **3** | **3.2** | Provide College Readiness Assessments and Preparatory Workshops | Yes | | | | |
| **3** | **3.3** | Partnership with Earn and Learn Organization and additional secondary support programs | Yes | | | | |

## 2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| | | | 0.00% | $0.00 | 0.00% | 0.00% | $0.00 | 0.00% |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

# Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**
**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

# Coversheet

## Approval of Annual Budget 2022-2023

**Section:** III. Finances
**Item:** B. Approval of Annual Budget 2022-2023
**Purpose:**
**Submitted by:**
**Related Material:** 21.06_Clarksville__FY22-23_Budget_Presentation.pdf

CHARTER IMPACT

# Clarksville Charter School

## FY22-23 Budget Review

# Attendance and Data Metrics

| *Enrollment & Per Pupil Data* | | |
|---|---|---|
| | ***FY 22-23 Budget*** | ***FY 21-22 P2*** |
| *Average Enrollment* | *1900* | *1585* |
| *ADA* | *1862* | *1554* |
| *Attendance Rate* | *98.0%* | *98.0%* |
| *Unduplicated %* | *34.6%* | *34.6%* |
| *Revenue per ADA* | *$11,694* | *$11,303* |
| *Expenses per ADA* | *$10,804* | *$10,908* |

- **19.82%** increase in average daily attendance.

# Revenue

- **19.82% increase in budgeted revenue driven by:**
  - **6.56%** COLA increase in LCFF rates**.**
  - Increase in total enrollment.
  - Title I & II funding – **$166K**.
  - Elementary and Secondary School Relief Funds II (ESSER)- **$580k**.
  - Expanded Learning Opportunities Grant (ELO) - **$142k**.

| | *Annual/Full Year* | | |
|---|---|---|---|
| | **22-23 Budget** | **21-22 Forecast** | **Fav/(Unf)** |
| **Revenue** | | | |
| State Aid-Rev Limit | $ 18,757,802 | $ 14,305,061 | $ 4,452,741 |
| Federal Revenue | 980,571 | 687,551 | 293,020 |
| Other State Revenue | 2,038,999 | 1,532,202 | 506,797 |
| Other Local Revenue | - | 2,332 | (2,332) |
| **Total Revenue** | **$21,777,372** | **$ 16,527,146** | **$ 5,250,226** |

# Expense

- **31% increase in budgeted expenses driven by:**
  - Increase to Staffing & Related Benefits.
  - ESSER & ELO Expenditures.
  - Increased Enrollment and Student Fund allotment

| | *Annual/Full Year* | | |
|---|---|---|---|
| | **22-23 Budget** | **21-22 Forecast** | **Fav/(Unf)** |
| **Expenses** | | | |
| Certificated Salaries | $ 7,964,685 | $ 6,166,534 | $ (1,798,151) |
| Classified Salaries | 394,567 | 348,800 | (45,767) |
| Benefits | 2,855,899 | 2,083,112 | (772,787) |
| Books and Supplies | 3,375,841 | 2,312,516 | (1,063,326) |
| Subagreement Services | 3,399,364 | 2,810,682 | (588,683) |
| Operations | 288,700 | 227,411 | (61,289) |
| Facilities | 65,482 | 61,046 | (4,436) |
| Professional Services | 1,721,826 | 1,208,026 | (513,799) |
| Depreciation | 4,104 | 4,085 | (19) |
| Interest | 163,180 | 118,952 | (44,228) |
| **Total Expenses** | **$ 20,233,648** | **$ 15,341,164** | **$ (4,892,484)** |

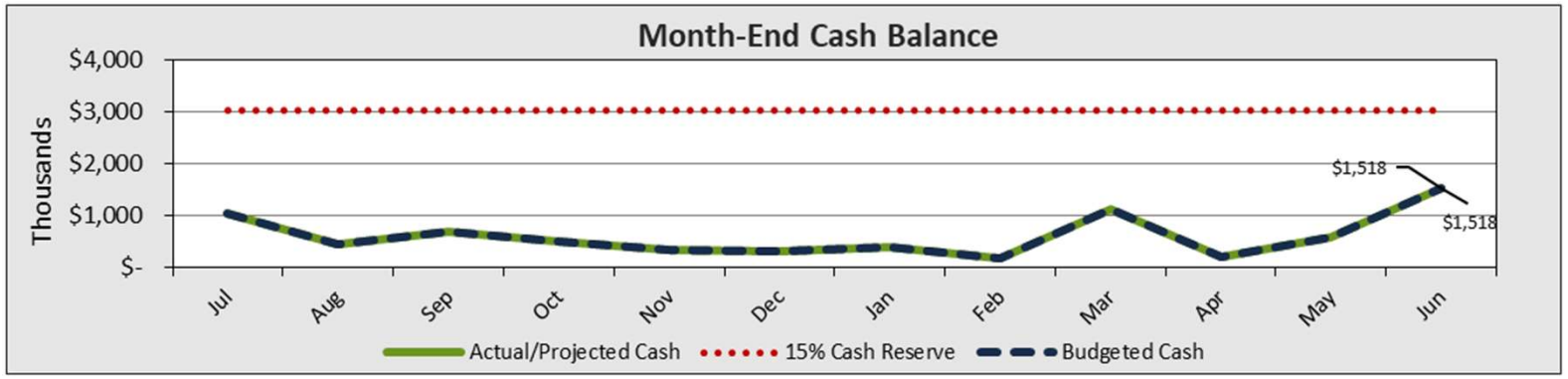
# Fund Balance

- Budget surplus represents 8.2% of Annual Expenses.
- Increase to total Charter Fund Balance projected.

| | *Annual/Full Year* | | |
|---|---|---|---|
| | **22-23 Budget** | **21-22 Forecast** | **Fav/(Unf)** |
| **Total Surplus(Deficit)** | **$ 1,543,724** | **$ 1,185,982** | **$ 357,742** |
| Beginning Fund Balance | 1,908,539 | 722,557 | |
| **Ending Fund Balance** | **$ 3,452,263** | **$ 1,908,539** | |
| *As a % of Annual Expenses* | *17.1%* | *12.4%* | |

# Cash

- Some Receivable sales are anticipated due to growth in enrollment
- Year-end cash balance budgeted at $1.52M.



# Multi-Year Projections

- Multi-year surplus and positive cash balance projected.

| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
|---|---|---|---|---|---|
| Total Revenue | $ 21,777,372 | $ 22,811,378 | $ 23,625,485 | $ 24,392,561 | $ 25,156,867 |
| Total Expenses | 20,233,648 | 20,483,983 | 20,901,093 | 21,325,280 | 21,757,587 |
| **Annual Surplus** | **1,543,724** | **2,327,394** | **2,724,392** | **3,067,282** | **3,399,279** |
| Beginning Fund Balance | 1,939,239 | 3,482,964 | 5,810,358 | 8,534,750 | 11,602,032 |
| **Ending Fund Balance** | **$ 3,482,964** | **$ 5,810,358** | **$ 8,534,750** | **$ 11,602,032** | **$ 15,001,311** |
| *As a % of Annual Expenses* | *17.2%* | *28.4%* | *40.8%* | *54.4%* | *68.9%* |
| **Ending Cash Balance** | **$ 1,517,750** | **$ 4,088,152** | **$ 6,745,010** | **$ 9,748,990** | **$ 13,085,300** |

# Appendix

- Monthly Cash Flow / Budget 22-23

# Clarksville Charter School

**Monthly Cash Flow/Budget FY22-23**

*Revised 6/02/22*

**ADA = 1862.11**

CHARTER IMPACT

| | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LCFF State Aid | 0.0% | 5.0% | 5.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 20.0% | 20.0% | 20.0% | 20.0% | 20.0% | | | |
| New School/New Grade Apportionment | 0.0% | 0.0% | 0.0% | 37.0% | 0.0% | 0.0% | 18.0% | 0.0% | n/a | n/a | n/a | n/a | n/a | | | |
| In Lieu of Property Taxes | 0.0% | 6.0% | 12.0% | 8.0% | 8.0% | 8.0% | 8.0% | 8.0% | 33.3% | 16.7% | 16.7% | 16.7% | 16.7% | | | |
| New School In Lieu of Property Taxes | 0.0% | 0.0% | 0.0% | 26.0% | 8.0% | 8.0% | 8.0% | 8.0% | n/a | n/a | n/a | n/a | n/a | | | |
| Special Education | 0.0% | 5.0% | 5.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 20.0% | 20.0% | 20.0% | 20.0% | 20.0% | | | |
| **Revenues** | | | | | | | | | | | | | | | ADA = 1862.11 | |
| **State Aid - Revenue Limit** | | | | | | | | | | | | | | | | |
| LCFF - New Grade | - | - | - | - | - | - | - | - | | | | | | - | - | - |
| LCFF - Continuing Charters | - | 600,365 | 600,365 | 1,080,657 | 1,080,657 | 1,080,657 | 1,080,657 | 1,080,657 | 1,557,455 | 1,557,455 | 1,557,455 | 1,557,455 | 1,557,454 | 14,391,289 | 14,391,289 | - |
| 8011 LCFF State Aid | - | 600,365 | 600,365 | 1,080,657 | 1,080,657 | 1,080,657 | 1,080,657 | 1,080,657 | 1,557,455 | 1,557,455 | 1,557,455 | 1,557,455 | 1,557,454 | 14,391,289 | 14,391,289 | - |
| 8012 Education Protection Account | - | - | - | 93,105 | - | - | 93,105 | - | - | - | 93,105 | - | - | 372,422 | 372,422 | - |
| 8019 State Aid - Prior Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8096 In Lieu of Property Taxes | - | 199,947 | 399,894 | 266,596 | 266,596 | 266,596 | 266,596 | 266,596 | 687,090 | 343,545 | 343,545 | 343,545 | 343,545 | 3,994,091 | 3,994,091 | - |
| | - | 800,312 | 1,000,259 | 1,440,358 | 1,347,253 | 1,347,253 | 1,440,358 | 1,347,253 | 2,244,545 | 1,994,106 | 1,901,000 | 1,901,000 | 1,994,105 | 18,757,802 | 18,757,802 | - |
| **Federal Revenue** | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | 9,710 | 9,710 | 17,478 | 17,478 | 17,478 | 17,478 | 17,478 | 25,190 | 25,190 | 25,190 | 25,190 | 25,190 | 232,763 | 232,763 | - |
| 8182 Special Education - Discretionary | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8220 Federal Child Nutrition | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8290 Title I, Part A - Basic Low Income | - | - | 35,372 | - | - | 106,115 | - | - | - | - | - | - | - | 141,486 | 141,486 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 6,201 | - | - | 18,603 | - | - | - | - | - | - | - | 24,804 | 24,804 | - |
| 8293 Title III - Limited English | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8294 Title V, Part B - PCSG | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8295 Charter Facility Incentive Grant | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8296 Other Federal Revenue | - | - | - | - | - | - | - | - | - | - | - | 581,517 | - | 581,517 | 581,517 | - |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | 9,710 | 51,283 | 17,478 | 17,478 | 142,196 | 17,478 | 17,478 | 25,190 | 25,190 | 25,190 | 606,708 | 25,190 | 980,571 | 980,571 | - |
| **Other State Revenue** | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 59,854 | 59,854 | 107,737 | 107,737 | 107,737 | 107,737 | 107,737 | 155,272 | 155,272 | 155,272 | 155,272 | 155,272 | 1,434,754 | 1,434,754 | - |
| 8520 Child Nutrition | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8545 School Facilities (SB740) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8550 Mandated Cost | - | - | - | - | - | 37,507 | - | - | - | - | - | - | - | 37,507 | 37,507 | - |
| 8560 State Lottery | - | - | - | - | - | - | 88,557 | - | - | 88,557 | - | - | 247,446 | 424,561 | 424,561 | - |
| 8598 Prior Year Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8599 Other State Revenue | - | - | - | - | - | - | - | - | - | - | - | 142,178 | - | 142,178 | 142,178 | - |
| | - | 59,854 | 59,854 | 107,737 | 107,737 | 145,244 | 196,295 | 107,737 | 155,272 | 243,830 | 155,272 | 297,450 | 402,718 | 2,038,999 | 2,038,999 | - |
| **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** | **-** | **869,876** | **1,111,396** | **1,565,574** | **1,472,468** | **1,634,693** | **1,654,131** | **1,472,468** | **2,425,008** | **2,263,125** | **2,081,463** | **2,805,158** | **2,422,013** | **21,777,372** | **21,777,372** | **-** |
| **Expenses** | | | | | | | | | | | | | | | | |
| **Certificated Salaries** | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | 486,456 | - | 5,837,466 | 5,837,466 | - |
| 1170 Teachers' Substitute Hours | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1175 Teachers' Extra Duty/Stipends | - | - | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | 67,500 | - | 675,000 | 675,000 | - |
| 1200 Pupil Support Salaries | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | 28,167 | - | 338,000 | 338,000 | - |
| 1300 Administrators' Salaries | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | 85,977 | - | 1,031,719 | 1,031,719 | - |
| 1900 Other Certificated Salaries | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | 6,875 | - | 82,500 | 82,500 | - |
| | 607,474 | 607,474 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | 674,974 | - | - 7,964,685 | 7,964,685 | - |
| **Classified Salaries** | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2200 Support Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2300 Classified Administrators' Salaries | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | 6,830 | - | 81,960 | 81,960 | - |
| 2400 Clerical and Office Staff Salaries | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | 17,176 | - | 206,116 | 206,116 | - |
| 2900 Other Classified Salaries | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | - | 106,490 | 106,490 | - |
| | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | 32,881 | - | - 394,567 | 394,567 | - |
| **Benefits** | | | | | | | | | | | | | | | | |
| 3101 STRS | 117,028 | 117,028 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | 130,031 | - | 1,534,368 | 1,534,368 | - |
| 3202 PERS | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 3301 OASDI | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | 2,039 | - | 24,463 | 24,463 | - |
| 3311 Medicare | 9,361 | 9,361 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | 10,348 | - | 122,205 | 122,205 | - |
| 3401 Health and Welfare | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | 84,167 | - | 1,010,000 | 1,010,000 | - |
| 3501 State Unemployment | 2,344 | 2,344 | 2,344 | 2,344 | 2,344 | 2,344 | 11,718 | 9,374 | 4,687 | 2,344 | 2,344 | 2,344 | - | 46,872 | 46,872 | - |
| 3601 Workers' Compensation | 9,039 | 9,039 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | 9,991 | - | 117,991 | 117,991 | - |
| 3901 Other Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 223,977 | 223,977 | 238,920 | 238,920 | 238,920 | 238,920 | 248,294 | 245,951 | 241,263 | 238,920 | 238,920 | 238,920 | - | 2,855,899 | 2,855,899 | - |
| **Books and Supplies** | | | | | | | | | | | | | | | | |

## Clarksville Charter School

**Monthly Cash Flow/Budget FY22-23**

*Revised 6/02/22*

**ADA = 1862.11**

| | | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4100 | Textbooks and Core Materials | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | 4,425 | - | **53,100** | 53,100 | - |
| 4200 | Books and Reference Materials | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | - | **25,900** | 25,900 | - |
| 4302 | School Supplies | 62,914 | 134,424 | 238,745 | 229,886 | 156,411 | 190,958 | 120,341 | 204,265 | 263,146 | 292,636 | 216,513 | 294,246 | - | **2,404,485** | 2,404,485 | - |
| 4305 | Software | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | 41,675 | - | **500,100** | 500,100 | - |
| 4310 | Office Expense | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | - | **14,400** | 14,400 | - |
| 4311 | Business Meals | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | - | **1,500** | 1,500 | - |
| 4312 | School Fundraising Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | - | - |
| 4400 | Noncapitalized Equipment | 9,847 | 21,040 | 37,369 | 35,982 | 24,482 | 29,889 | 18,836 | 31,972 | 41,188 | 45,804 | 33,889 | 46,056 | - | **376,356** | 376,356 | - |
| 4700 | Food Services | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | - | - |
| | | 122,345 | 205,048 | 325,697 | 315,452 | 230,476 | 270,430 | 188,761 | 285,820 | 353,917 | 388,024 | 299,985 | 389,885 | - | **3,375,841** | **3,375,841** | **-** |

# Clarksville Charter School

**Monthly Cash Flow/Budget FY22-23**

*Revised 6/02/22*

**ADA = 1862.11**

CHARTER IMPACT

| | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subagreement Services** | | | | | | | | | | | | | | | | |
| 5101 Nursing | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5102 Special Education | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | 58,258 | - | 699,100 | 699,100 | - |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5104 Transportation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5105 Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5106 Other Educational Consultants | 37,933 | 81,049 | 143,947 | 138,606 | 94,305 | 115,135 | 72,558 | 123,158 | 158,659 | 176,440 | 130,543 | 177,410 | - | 1,449,742 | 1,449,742 | - |
| 5107 Instructional Services | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | 104,210 | - | 1,250,522 | 1,250,522 | - |
| | 200,401 | 243,517 | 306,415 | 301,074 | 256,774 | 277,603 | 235,026 | 285,627 | 321,128 | 338,908 | 293,011 | 339,879 | - | 3,399,364 | 3,399,364 | - |
| **Operations and Housekeeping** | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | - | 900 | 900 | - |
| 5300 Dues & Memberships | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | 1,108 | - | 13,300 | 13,300 | - |
| 5400 Insurance | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | - | 174,700 | 174,700 | - |
| 5501 Utilities | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | - | 6,600 | 6,600 | - |
| 5502 Janitorial Services | 958 | 958 | 958 | 958 | 958 | 958 | 958 | 958 | 958 | 958 | 958 | 958 | - | 11,500 | 11,500 | - |
| 5516 Miscellaneous Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5531 ASB Fundraising Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5900 Communications | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | 5,808 | - | 69,700 | 69,700 | - |
| 5901 Postage and Shipping | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | - | 12,000 | 12,000 | - |
| | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | 24,058 | - | 288,700 | 288,700 | - |
| **Facilities, Repairs and Other Leases** | | | | | | | | | | | | | | | | |
| 5601 Rent | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | 3,910 | - | 46,920 | 46,920 | - |
| 5602 Additional Rent | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | 1,222 | - | 14,662 | 14,662 | - |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5604 Other Leases | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5605 Real/Personal Property Taxes | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5610 Repairs and Maintenance | 325 | 325 | 325 | 325 | 325 | 325 | 325 | 325 | 325 | 325 | 325 | 325 | - | 3,900 | 3,900 | - |
| | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | 5,457 | - | 65,482 | 65,482 | - |
| **Professional/Consulting Services** | | | | | | | | | | | | | | | | |
| 5801 IT | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5802 Audit & Taxes | - | - | - | 3,000 | 3,000 | 3,000 | - | - | - | - | - | - | - | 9,000 | 9,000 | - |
| 5803 Legal | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | 5,858 | - | 70,300 | 70,300 | - |
| 5804 Professional Development | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | 8,725 | - | 104,704 | 104,704 | - |
| 5805 General Consulting | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | - | 18,000 | 18,000 | - |
| 5806 Special Activities/Field Trips | 4,862 | 10,389 | 18,451 | 17,766 | 12,088 | 14,758 | 9,300 | 15,786 | 20,336 | 22,616 | 16,733 | 22,740 | - | 185,824 | 185,824 | - |
| 5807 Bank Charges | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | - | 10,800 | 10,800 | - |
| 5808 Printing | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5809 Other taxes and fees | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | 1,083 | - | 13,000 | 13,000 | - |
| 5810 Payroll Service Fee | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | - | 18,000 | 18,000 | - |
| 5811 Management Fee | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | 76,420 | - | 917,042 | 917,042 | - |
| 5812 District Oversight Fee | - | 16,006 | 20,005 | 28,807 | 26,945 | 26,945 | 28,807 | 26,945 | 44,891 | 39,882 | 38,020 | 38,020 | 39,882 | 375,156 | 375,156 | - |
| 5813 County Fees | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5814 SPED Encroachment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5815 Public Relations/Recruitment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 100,849 | 122,382 | 134,443 | 145,560 | 138,020 | 140,690 | 134,095 | 138,718 | 161,215 | 158,485 | 150,740 | 156,747 | 39,882 | 1,721,826 | 1,721,826 | - |
| **Depreciation** | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | - | 4,104 | 4,104 | - |
| | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | - | 4,104 | 4,104 | - |
| **Interest** | | | | | | | | | | | | | | | | |
| 7438 Interest Expense | - | - | 36,742 | - | 36,742 | - | 36,742 | - | 52,953 | - | - | - | - | 163,180 | 163,180 | - |
| | - | - | 36,742 | - | 36,742 | - | 36,742 | - | 52,953 | - | - | - | - | 163,180 | 163,180 | - |
| **Total Expenses** | 1,317,783 | 1,465,135 | 1,779,929 | 1,738,718 | 1,638,644 | 1,665,355 | 1,580,629 | 1,693,827 | 1,868,188 | 1,862,048 | 1,720,368 | 1,863,142 | 39,882 | 20,233,648 | 20,233,648 | - |
| **Monthly Surplus (Deficit)** | (1,317,783) | (595,259) | (668,533) | (173,144) | (166,175) | (30,662) | 73,502 | (221,359) | 556,820 | 401,077 | 361,095 | 942,015 | 2,382,130 | 1,543,724 | 1,543,724 | - |

# Clarksville Charter School

**Monthly Cash Flow/Budget FY22-23**

*Revised 6/02/22*

**ADA = 1862.11**

CHARTER IMPACT

| | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Year-End Accruals | Annual Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cash Flow Adjustments** | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (1,317,783) | (595,259) | (668,533) | (173,144) | (166,175) | (30,662) | 73,502 | (221,359) | 556,820 | 401,077 | 361,095 | 942,015 | 2,382,130 | **1,543,724** |
| Cash flows from operating activities | | | | | | | | | | | | | | |
| Depreciation/Amortization | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | - | **4,104** |
| Public Funding Receivables | | | | | | | | - | - | - | - | - | (2,422,013) | **(2,422,013)** |
| Grants and Contributions Rec. | 1,941,763 | - | - | - | - | - | - | - | - | - | - | - | - | **1,941,763** |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Accounts Payable | (31,378) | - | - | - | - | - | - | - | - | - | - | - | 39,882 | **8,504** |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Cash flows from investing activities | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Cash flows from financing activities | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | 918,558 | - | 918,558 | - | 918,558 | - | 1,323,837 | - | - | - | - | **4,079,512** |
| Payments on Factoring | (1,033,400) | - | - | - | (918,558) | - | (918,558) | - | (918,558) | (1,323,837) | - | - | - | **(5,112,912)** |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Total Change in Cash | (440,457) | (594,917) | 250,367 | (172,802) | (165,833) | (30,320) | 73,844 | (221,017) | 962,440 | (922,418) | 361,437 | 942,357 | | |
| Cash, Beginning of Month | 1,475,067 | 1,034,610 | 439,694 | 690,061 | 517,259 | 351,425 | 321,106 | 394,949 | 173,933 | 1,136,373 | 213,955 | 575,392 | | |
| **Cash, End of Month** | **1,034,610** | **439,694** | **690,061** | **517,259** | **351,425** | **321,106** | **394,949** | **173,933** | **1,136,373** | **213,955** | **575,392** | **1,517,750** | | |

| Original Budget Total | Favorable / (Unfav.) |
|---|---|
| Cert. | Instr. |
| 46.2% | 81.8% |
| 1,352,775 | 402,042 |

| Pupil:Teacher Ratio |
|---|
| 20.69 |

# Coversheet

## Approval of SGCA Agreement 2022-2023

**Section:** III. Finances
**Item:** C. Approval of SGCA Agreement 2022-2023
**Purpose:**
**Submitted by:**
**Related Material:**
UPDATED 6.07.2022 Clarksville Administrative Support Services Agreement with Sequoia Grove Charter Alliance (2022-23).pdf

**ADMINISTRATIVE SUPPORT SERVICES AGREEMENT**

This Administrative Support Services Agreement ("**Agreement**") is entered into as of July 1, 2022 ("**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 was 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 the member schools, and under the supervision and ultimate decision-making authority of the governing body of the member schools. SGCA will voluntarily follow the Brown Act for all governing board meetings which includes publishing their board agenda and packet online for the member schools and public to view.

**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 applicable law, 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 its designee) 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. 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.

e. SGCA will use, pursuant to the terms and conditions described in this Agreement, best efforts to provide all Services to the School 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).

f. 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. It shall be the School's sole responsibility to ensure that this Agreement and the Services provided by SGCA pursuant to this Agreement comply with and are consistent with the Charter.

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

h. SGCA shall collaborate with the School in the development, management and implementation of the services under this Agreement, including best efforts to schedule and participate in the following:

- Weekly meetings between School administration and administrative members of the CSO, including the CEO and Business Director;
- CFO of the Schools will attend weekly budget meetings of the CSO;
- Weekly meetings between the CFO of Schools and the CSO Business Director;
- Weekly meetings between School leadership and the enrollment team of the CSO;
- Weekly meetings between School leadership and the compliance team of the CSO; and
- Weekly meetings between the Instructional Materials Administrator of the Schools and CSO departments including ordering, libraries and vendors.

i. All of the School's funds shall be maintained in School's accounts, over which the governing body of the School (and its designee) shall have signature authority, to allow payment of expenses contemplated in the Board-approved budget and fees from School's accounts.

j. School shall be solely responsible to maintain day-to-day relations with the Authorizers or other appropriate regulators.

**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 or joint-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 support in the areas of human resources, payroll, benefits and related services pursuant to the scope of Services. It shall be the School's sole responsibility to provide any applicable notice(s) to its employees regarding SGCA's provision of such support to the School or access to the School's records.

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 using its best efforts. With written permission of the School, SGCA may 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. As of the Effective Date, SGCA certifies that it is and shall remain in compliance with all local, state, and federal laws, ordinances, regulations, and statutes relating to this Agreement and the performance of the Services ("**Applicable Laws**"), including, but not limited to FERPA and the Health Insurance Portability and Accountability Act ("**HIPAA**") to the extent applicable to SGCA.

**4. Term.** The term of this Agreement shall commence on July 1, 2022 and continue through June 30, 2023, and 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 23 or terminated in accordance with Section 15.

**5. Annual Fee.** School shall pay SGCA an annual fee for the 2022-2023 school year in the total amount of $1,697,136.81 ("**Annual Fee**").

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 (10th) day of each month. The annual fee will be invoiced monthly using the following Goal Code and percentage breakdown:

- Instructional Services: 70% of the Annual Fee divided by 12; and,
- Management Fee: 30% of the Annual Fee divided by 12.

b. The Annual Fee shall be reviewed and renegotiated by SGCA and the member schools at the end of each fiscal year based on SGCA's projection for its total costs to provide the Services for the coming fiscal year and the manner by which SGCA and the member schools that it will support during the coming fiscal year agree to apportion the projected total costs between the schools. In addition, any member school or SGCA may propose at any time during the term adjustments to increase or decrease the Annual Fee (e.g. as a result of the schools' increased enrollment causing SGCA to hire additional employees), taking into account that SGCA is organized as a 501(c)(3) tax-exempt supporting organization. SGCA and its member schools shall negotiate any such adjustments in good faith, and any adjustment of the Annual Fee shall be documented in writing approved by the governing bodies of the member schools at a regularly scheduled board meeting.

c. Detailed monthly budget reports from SGCA shall be provided to the governing body of the School for review.

**6. Costs.** In addition to the Annual Fee, School shall reimburse SGCA for direct "pass through" costs and expenses, pursuant to a written pass through agreement, if any, incurred in performing the Services with prior approval of the School consistent with the School's 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. All agreed upon 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 member schools, 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 member schools, 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. Any and all changes to articles and bylaws shall be done with the approval of the member schools.

**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. SGCA shall make available to School, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for School to meet compliance deadlines and operational requirements.

**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 school supported by SGCA, and used by SGCA related to this Agreement is and shall remain the property of School, or the other member school. Neither party shall be allowed to alter, arrange, transform, modify or create derivative works from the Intellectual Property of the other. All Intellectual Property created independently by either party shall remain that party's Intellectual Property. 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. All jointly created materials and documents shall be shared by both parties in the event that the service agreement is terminated.

a. **Domain Name, Google Emails, and Data**. The School is the registered owner of the Domain name. All School email and data housed on the Google tenant platform shared with SGCA is owed by the School. The Google tenant is shared and administered in collaboration with SGCA. This co-hosting does not waive the legal ownership of all email and data for the School housed within the Google tenant. The School reserves the right to have supervised administrative access to the Google tenant for the purpose of data migration. There is no presumed access to School's email and data housed on the Google tenant by SGCA. The School maintains exclusive ownership of its emails and data. No breach of this firewall may occur without explicit written permission from the School's Executive Director.

**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 administrative, technical, and physical safeguards to 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 of the School.

e. Monthly financial reports of the fiscal components of SGCA will be provided to the Executive Director, CFO, and Board President for the School.

f. Upon the termination or expiration of this Agreement, Confidential Information of each Party in the possession of the other Party shall be returned and SGCA shall not keep copies of any School Confidential Information.

g. SGCA shall ensure that only those with a need to have access to the School's Confidential Information has access to these records. SGCA agrees that its staff will sign confidentiality agreements, if requested by School.

**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 compliance with applicable 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 administrative, technical and physical security measures to preserve the confidentiality 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.

c. SGCA shall not use PII in pupil records to engage in targeted advertising.

d. Within 60 days of the termination or expiration of this Agreement, SGCA shall certify in writing that all protected student information in the possession of SGCA has been returned.

**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. At a minimum, SGCA shall procure and maintain general liability insurance covering all activities of SGCA personnel performing the obligations of this Agreement with coverage of not less than one million dollars ($1,000,000) for any incident, two million dollars ($2,000,000) annual aggregate per incident, and three million dollars ($3,000,000) excess liability policy for a minimum of five million dollars ($5,000,000) aggregate limit. At a minimum, SGCA shall procure and maintain professional liability insurance covering all activities of SGCA personnel performing the obligations of this Agreement with coverage of not less than three million dollars ($3,000,000). Coverage should include abuse and molestation and assault and battery coverage with no exclusions, which coverage shall be obtained by SGCA as soon as practicable. SGCA shall add School as an additional insured to SGCA's general liability insurance policy and shall provide School with such proof upon School's request. SGCA's applicable policies shall be primary and non-contributory and waiver of subrogation endorsements.

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

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

**14. Quality Control.** SGCA agrees to use its best efforts to maintain high quality and responsive services at all times. If School has a concern regarding the quality of any SGCA Service (or a concern regarding any SGCA employee providing services to the School), it shall provide the details of the concern in writing to the CEO of SGCA, noting the particular service and the concerns and facts supporting the quality concern ("**Notice of Concern**"). SGCA will work to improve any service quality concern noted in the Notice of Concern pursuant to this section as quickly as possible, but in no event more than five (5) business days following receipt of the Notice of Concern. If the School continues to have a concern

regarding the quality of the service noted in the Notice of Concern, the School may issue a Corrective Action Plan ("**CAP**") to SGCA reasonably designed to ameliorate the quality concern. The CAP will include: (1) an assessment of the quality deficiency; (2) a synopsis of the corrective action(s) to be taken; and (3) planned CAP completion date (i.e., when all corrective actions will be completed). If SGCA fails to fully implement the CAP or fails to fully implement the CAP by the date specified therein, the School may take over that particular service(s) and determine how much the School's Annual Fee, as described in Section 5, shall be reduced by the reduction in services.

**15. 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 operations of the other member schools supported by 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. If the Party fails to cure the breach to the satisfaction of the other, the Agreement may be terminated immediately following the cure period.

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:

- 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.
- 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.
- School shall cease all use of the Intellectual Property of SGCA as soon as reasonably practicable, but in no event later than the current school year.
- As soon as practicable, SGCA shall return to School 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; and 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.

**16. 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.

**17. Indemnification.**

a. SGCA shall indemnify, defend, and hold harmless the School, and its officers, employees, and agents ("**School Indemnitees**"), from and against any and all causes of action, claims, liabilities, obligations, judgments, or damages, including reasonable attorneys' fees and costs of litigation ("**Claims**"), raised by third parties against any School Indemnitees arising out of the SGCA's performance of its obligations under this Agreement, negligence, or willful misconduct, except for such loss or damage arising from the sole negligence or willful misconduct of the School Indemnities. In the event any School Indemnitee is made a party to any Claim arising from SGCA's actions, SGCA shall provide a defense to the School Indemnitees or at the School's option reimburse the School Indemnitees their costs of defense, including reasonable attorneys' fees, incurred in defense of such claims.

b. School shall indemnify, defend, and hold harmless the SGCA, and its officers, employees, and agents ("**SGCA Indemnitees**"), from and against any and all causes of action, claims, liabilities, obligations, judgments, or damages, including reasonable attorneys' fees and costs of litigation ("**Claims"**), raised by third parties against any SGCA Indemnitees arising out of the School's performance of its obligations under this agreement, negligence, or willful misconduct, except for such loss or damage arising from the sole negligence or willful misconduct of SGCA. In the event any SGCA Indemnitee is made a party to any Claim arising from School's actions, School shall provide a defense to the SGCA Indemnitees or at the SGCA's option reimburse the SGCA Indemnitees their costs of defense, including reasonable attorneys' fees, incurred in defense of such claims.

c. Notice and Defense. The indemnified party pursuant to Section 17(a) or 17(b) above (the "**Indemnified Party**") shall give the party providing indemnification thereunder (the "**Indemnifying Party**") prompt written notice of any claims, losses, damages, liabilities, penalties, fines, expenses or costs subject to indemnification ("**Indemnified Claims**"), and the Indemnifying Party may undertake the defense thereof by representatives chosen by the Indemnifying Party and agreed to by the Indemnified Party, which agreement will not be unreasonably withheld, delayed, or conditioned. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, solely for the use of the Indemnifying Party and its representatives in defending any such Indemnified Claim, and shall in other respects give reasonable cooperation in such defense.

**18. 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.

**19. 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.

**20. 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. If the matter is not resolved pursuant to this section in thirty (30) days from initiation of the dispute resolution either party may resort to any legal remedy available to that party including litigation.

**21. 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
ATTN: Royce Gough, Executive Director
8950 Cal Center Drive, Suite 110
Sacramento, CA 95826
Email: royce.gough@sequoiagrove.org

To School: Clarksville Charter School
ATTN: Jenell Sherman, Executive Director
4818 Golden Foothill Pkwy, Suite #9
El Dorado Hills, CA 95762
Email: jenell.sherman@sequoiagrove.org

**22. 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.

**23. Amendments.** No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both Parties indicating an intent to amend this Agreement. 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. If any Authorizer raises material concerns in relation to this Agreement or the delivery of the Services, the Parties will discuss and negotiate in good faith how to address such concerns and whether any modifications to the Services or this Agreement are necessary.

**24. 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.

**25. 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.

**26. 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.

**27. 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.

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

**29. 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.

**30. Counterparts.** This Agreement may be executed in two or more counterparts, including by DocuSign or other electronic signature, 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,<br>a California nonprofit public benefit corporation | Clarksville Charter School,<br>a California nonprofit public benefit corporation |
| By: _____ | By: _____ |
| Name: _____ | Name: _____ |
| Its: _____ | Its: _____ |
| Date: _____, 2022 | Date: _____, 2022 |

## *ATTACHMENT A*
## DESCRIPTION OF SGCA SERVICES

**1. INSURANCE / GROUP RATE FOR MEDICAL BENEFITS / ENROLLMENT AND SUPPORT**

A. Manage Insurance liability coverage for schools, events, Boards, and facilities
B. Provide and support Open Enrollment
C. Benefits site maintenance
D. Secure group rates for Medical Benefits
E. Ongoing benefits support for Teachers and Staff
F. Coordinate and administer health, life, and retirement benefits

**2. ORDERING AND RELATED SYSTEMS**

A. Enrichment Ordering process development, operation, staff
B. Curriculum/ Services Ordering
C. Regional Lending Library
D. Online Subscriptions
E. Process and check all student orders
    a. Provide customer phone/email support
    b. Audits accounts and makes sure funds are correct
    c. Complete processes with uploading of back-up to DIVVY for credit card purchases
F. Hold weekly meetings with Charter Leadership

***3.*** **HUMAN RESOURCES**

*Assist with the services listed below until the transition of services to the new Director of Human Resources in the schools is completed. At that time these services will no longer be provided by SGCA with the exception of the custodian of records for live scan results*

A. Posting open positions internally and externally
B. Assist schools with credential verification
C. Coordinate and administer health, life, and retirement benefits
D. Provide onboarding for new staff
    a. Rate-in transcripts to salary tables
    b. Process new hire packet
    c. Point of contact for all departments for onboarding/off-boarding
    d. Custodian of Record for live scan results
    e. Contract creation using member schools' templates
    f. Send payroll and employee file all documents needed for hire
    g. Additional stipend contract creation using member schools' template
    h. Process employment changes including salary schedule adjustments, position moves/ transfers, employee exits, etc.
    i. Processing of PAN forms
E. Recommend changes and revisions to employment policies and employee handbooks
F. Maintain staff records on schools owned shared drive.

G. Provide school administration advice for personnel issues as requested.
H. Consultation services to include:
    a. Tracking leave of absence benefits
    b. Tracking Workers Compensation claims

**4. GROUPS LICENSING AND GROUP ENROLLMENT**

A. Serve as an "honest broker" to purchase requested group licenses shared amongst the member schools.
B. Maintain Single Sign-On with the various subscriptions. Subscriptions vary year to year based on school input and availability.
C. Negotiate bulk pricing
D. Coordinate bulk purchases and subscriptions

**5. CURRICULUM ORDER FULFILLMENT**

A. All Access
    a. Platform Curriculum
    b. Virtual Courses Curriculum and Registration
    c. Oversee All Access curriculum options
B. Maintain Curriculum Ordering
C. Load student accounts for group managed curriculum
D. Provide information, support, and load all curriculum
E. Project annual and multi-year planning amounts
F. Provide curriculum information for Homeschool Teacher Handbook
G. Provide staff training and support in curricular programs as requested

**6. GOOGLE SUITE - WEBSITE - HST HANDBOOK**

A. Google Suite
    a. Domain management
    b. Email management
    c. Provide both technical and individual support for Google Suite and Drive
B. Maintain School Website
    a. Provide leadership for overall design and direction of school websites
    b. Maintain all websites
    c. Coordinate with school's web team on weekly and daily website edits
    d. Provide current media for websites and social media
    e. Develop a multi-year design plan for all school websites
C. Provide FinalSite portal for HST Handbook & Parent Portal
D. Design
    a. Provide appropriate graphics for websites and social media
    b. Work with schools to develop multimedia for online use and presentations
E. Branding
    a. Assist Schools in brand consistency and promote uniformity
    b. Assist schools in identifying brand-building areas and develop a plan to educate organization members (i.e. Style Guide)
F. Miscellaneous
    a. School Planners
    b. Assist school with the design and creation of custom planner books that meet the

needs of homeschool families
c. Project grade-level enrollment growth to determine order quantities
d. Assist schools as requested with front cover design, create handbook pages, insert holidays and calendar dates
e. Orchestrate delivery logistics for planner distribution

**7. ENROLLMENT – SCHOOL PATHWAYS – CALPADS – RECORDS – SCHOOL ACCOUNTABILITY & COMPLIANCE -- AUDITS**

A. Enrollment
   a. Live Registration Support
   b. Regional Phone Hotline
   c. Email
   d. SMS
   e. Remote Assistance
   f. Supported Languages (English, Spanish, Russian)

B. Registration System (Reg-Online) Administration
   a. Configuration and Update
   b. Student Registration
      i. New
      ii. Returning
      iii. Sibling
   c. Provide oversight for Household Accounts

C. Student Information System (SIS) Administration
   a. Data Entry
   b. Post-Import Revisions
   c. Internal Audits
   d. Custom Tags

D. Enrollment Reporting and Analysis
   a. Trend Analysis & Projections
   b. Provide Enrollment Strategies and Support
   c. Lottery System Administration and Implementation
   d. Hold weekly enrollment update meetings with Charter Leadership

E. School Pathways
   a. Align student data collection with CALPADS
   b. Programming of Student Information System
   c. Liaison between Student Information System and Schools
   d. Attend training on updates and communicate with Charter staff
   e. Maintenance of School Pathways
   f. Handle attendance data requests and reports
   g. Upon request, review and recommend updates to School's attendance policies
   h. Monitors, maintains, and updates the school's data within CALPADS
   i. Create staff accounts
   j. Update and maintain accurate data for staff
      i. Credentials
      ii. SEID number
      iii. Classification
      iv. Personnel Information

v. Job Title
vi. Employment date

k. Create, test, and provide additional custom reports and permissions as requested by the schools
l. Work with staff to provide necessary access to data in Pathways related to job duties
m. Maintain accurate FTE counts for all staff
n. Process changes to Proof of Residence in Pathways
o. Report Immunizations
p. Facilitate student transfers between schools
q. Maintain course catalogs

**8. RECORDS**

A. New Enrollments
   a. Request student CUMEs from previous schools
   b. House and maintain ALL student records (CUMEs)
   c. Work with Registrars from other schools/districts to ensure overlapping enrolments are satisfactorily resolved

B. Withdrawals
   a. Maintain and update Withdrawal Survey
   b. Process CUME requests and send student records to new schools
   c. Collaborate with School Accountability & Compliance to ensure proper documentation is being received from teacher/family upon withdrawal
   d. Confirm and verify in writing which school the withdrawing student will be attending
   e. Follow up with a school letter when unable to verify new school
   f. Follow up with Private Schools that are not listed on CALPADS

C. High School Support
   a. Fill out, sign, and return High School Work Permit Applications
   b. Maintain and update Transcript Request Survey
   c. Provide official/unofficial transcripts to families
   d. Request transcripts from previous schools
   e. Check-in high school and college transcripts from previous schools
   f. Process high school Concurrent Enrollments (CCE's) that require transcript attachment
   g. Fill out, sign, and return Military Security Clearance Forms
   h. Print and mail High School Diplomas and official transcripts to families upon graduation
   i. Archive and house graduated senior CUMEs

D. Student/Teacher Services
   a. Fill out, sign, and return Entertainment Work Permit Applications
   b. Provide Enrollment Verification letters to families
   c. Provide Withdrawal Verification letters to families
   d. In collaboration with teachers, SPED case managers, and counselors - complete, sign, and return Department of Social Services, Social Security, Department of Child and Family Services Forms as necessary

E. SpEd Records Specific
   a. Progress Reports - Printing Fall and Spring Semester Progress reports for each individual SpEd student and adding a hardcopy to the SpEd files

F. Handling all Records requests:
    a. Follow state mandated accelerated timelines for outgoing records request
    b. Maintain duplicate electronic copy of the SpEd hardcopy of all SpEd files released on an outgoing request. This is in case of ligation so that the schools will have an exact record of which documents were released
    c. Maintain accurate recordkeeping data regarding all incoming and outgoing requests
    d. Complete internal requests within 24 - 48hrs for records for the purpose of Special Education Assessments (i.e. School Psychologist or School Nurse's request).
    e. Manage incoming records requests (for newly enrolled students). Received files are reviewed by specialists and compared against the electronic SEIS records in order to determine if any hardcopy documents may need to be scanned and added to the electronic database (SEIS)
    f. Unidentified SpEd students: Follow the notification process for Special Education students who were not identified as SpEd during the enrollment process
    g. Assist school staff with recovery of documentation of a SpEd student that was not self-identified at enrollment.
    h. Complete hardcopy request for parent's Wet Signature
    i. Maintain SPED Records in a separate location, double locked.
    j. Retain inactive SpEd files for students still currently enrolled but have been exited from SpEd.SEIS Uploads / Attachments survey responses
    k. Regular maintenance also includes hardcopy printing and filing whenever an electronic transaction is completed through SEIS
    l. Newly eligible SpEd students - as students are evaluated and become eligible for Special Education IEPs a new SpEd hardcopy folder is created and filed in the appropriate file cabinet.

G. Miscellaneous
    a. File ELL, RFEP identification letters into student CUME's
    b. Process legal name changes and upload appropriate legal paperwork to student's dashboard
    c. Ensure CalPads information is up to date and accurate for each student. Work with CALPADS Team to ensure dual enrollments are resolved in an accurate and timely manner.
    d. Archive and maintain Legal Documents including restraining orders and custody arrangements.
    e. End of year CUME cleanup - forward all withdrawn student CUME's that have not been requested to schools listed on CALPADS
    f. Provide student information/student records to law offices, law enforcement agencies, and probation departments as requested
    g. Shipping costs for sending Records billed to appropriate school at actual cost
    h. Process adult student documentation per Charter policy

**9. SCHOOL ACCONTABILITY AND COMPLIANCE**

A. State Compliance Documents
    a. Verifies & Audits Independent Study Agreement
    b. Verifies & Audits Attendance Logs
    c. Verifies & Audits Work Samples
    d. Verifies & Audits Household Data Collection Forms (HDCF)
    e. Verifies & Audits Proof of Residency (POR)

f. Performs Internal Audit
g. Prepares all documents for Annual Audit Guide including:
    i. CALPADS 1.18 and 1.17
    ii. Student Selections: Master Agreement, Attendance, Work Samples
    iii. Special Programs documentation (HDCF & EL)

B. State Attendance Reports
a. Prepares all state reports: Review, analyze, and clarify data with teachers
    i. 20-day Report
    ii. P1
    iii. P2
    iv. EOY
    v. Estimated Attendance Reports
    vi. Civil Rights Data Collection Report
    vii. CBEDS Report

C. Student Information System Support to Homeschool Teachers
a. Parent Portal
b. Troubleshoot Student Information System (SIS)
c. Update demographics in SIS
d. Provide Attendance Codes, Printing, Archiving
e. Provide resources to support teachers with work sample, printing, archiving
f. Provide resources to support in generating report card
g. Add TK8 Classes to teachers
h. Support Charters with presentations on compliance documents via PowerPoint, video, or in person
i. Provide Weekly Updates

D. Live Support to Homeschool Teachers
a. Individualized Support
b. SAA Email Group
c. SAA Phoneline
d. Virtual Conference

**10. TECHNOLOGY – FIREWALLS – TECHNICAL SUPPORT – PHONE SERVICES – INTERNET SERVICE – SOFTWARE LICENSING - BULK PRICING, SUPPORT, ORDER FULFILLMENT**

A. Student Tech Equipment Order Fulfillment, Returns, and Repairs
B. Teacher & Staff Tech Equipment Order Fulfillment, Returns, and Repairs
C. Set-up and maintenance of AWS account
D. Set-up, maintenance, and distribution of Testing computers
E. Procurement, maintenance and distribution of internet hotspots
F. Set up and maintenance of telecommunication system (phones)
G. Information Technology Desktop Support for Staff & Students
H. Set up and maintenance of equipment in physical offices (internet, infrastructure, printing)
I. Accounting and inventory of all Tech assets
J. Maintain software agreements and licensing
K. Tech Vendor interface
L. AUP (Acceptable Use Policy) Compliance Support
M. Network and Device Content Filtering and Virus Support (Compliance with: The Children Internet Protection Act (CIPA), Children's Online Privacy Protection Act and Rule (COPPA), Family Educational Rights and Privacy Act (FERPA), and Health Insurance Portability and

Accountability Act of 1996 (HIPPA)

N. Maintain firewall between member school and Sequoia Grove to ensure ownership and confidentiality of emails and data
O. Maintain shared Google tenant for member school and Sequoia Grove
P. Coordinating bulk hardware and software purchases
Q. Shipping costs for family/ student Tech and Teacher devices billed back at actual cost to appropriate School
R. Ensure adequate tech equipment is available for all schools for local and state testing
S. Track and oversee computer and router numbers
T. Provide support to all test locations and teachers throughout the window, including, but not limited to basic tech troubleshooting and student login issues

**11. LENDING LIBRARY –VAN – DRIVER – INVENTORY CONTROLS**

A. Maintain Lending Library System
B. Maintain Lending Library Materials/Inventory
C. Suggest Lending Library Schedule
D. Maintain Returns System
E. Implement the Charter Inventory Returns Process/ restitution process
F. Provide mobile lending library van and driver
G. Community engagement i.e Newsletters and Social Media posts
H. Assist with shipping process for library materials

**12. EVENTS**

A. School Events
    a. Provide assistance as requested for staff, student, and community events. Support may include: securing facilities, evidence of insurance coverage, preparation of consumable materials, set-up, teardown, storing of event materials, and staffing of events.
B. Provide staff training and mentorship in soft skills as requested
C. Provide training and workshops in writing and labs

**13. ACOUNTS PAYABLE – INVOICE PROCESSING**

A. Keep accurate records and correspondence with vendors, families and internal staff in regard to invoices, payment status, timeliness in response.
B. Smartsheet processing
    a. Invoice routing
    b. Audit compliance via matching invoices to ordering system
    c. Receive and verify invoices for accuracy
    d. Assemble invoices to upload once timestamped to back office to submit for payment
    e. Keep accurate records and correspondence with vendors, families and internal staff in regard to invoices, payment status, timeliness in response.
    f. Updating Smartsheets with back up and data
    g. Verify and break apart multi school bills through an MOU billing system
    h. 1099 distribution and management

**14. PAYROLL PROCESSING**

A. Collect contracts annually both standard and stipend one time
B. Create spreadsheet to reflect all stipends with descriptions

C. Collect, verify, and keep record of all time keeping in payroll system
D. Pull report out of Student Information System to verify student counts and overages
E. Verify any overtime hours with administration
F. Verify sick and paid time off time taken for all staff per pay period
G. Maintain and update payroll forms ( i.e. W4/ DE4 )
H. W2 Management and disbursement
I. Respond to any employment payroll related questions
J. Process Verification of employment based on payroll records
K. Process all benefits deductions and contributions
L. Process all deductions outside the normal ( i.e. IRS levy or DCSS garnishments )
M. Transfer all data over to excel spreadsheet with totals – upload to back office to cut checks.

**15. VENDOR ONBOARDING**

A. Manage Vendor Detail List and all Vendor information in the Ordering System. This can include, but is not limited to:
   a. Managing the vendor request survey
   b. Sending/processing applications
   c. Vetting applications for complete documentation prior to sending to school representative for approval
   d. Validating insurance
   e. Collection and Verification of W9
   f. Produce and maintain a detailed list of services (other information required by the schools as part of the vendor requirements)
   g. Sending contracts to vendors to ensure all signatures are fully executed before adding to school ordering system.

**16. OPERATIONS – FACILITIES MANAGEMENT – VEHICLES -- WORKSPACE**

A. Provide facility management for school operated facilities as requested, including leases, utility contracts, janitorial, insurance, appropriate licensing
B. Provide support for school owned vehicles including maintenance, procurement, sales
C. Provide open workspace and access for school staff and teachers in both Sequoia Grove office building inclusive of appropriate seating, internet access, copy/fax, and comfort control

# Coversheet

## Approval of Education Protection Act 2022-2023

**Section:** III. Finances
**Item:** D. Approval of Education Protection Act 2022-2023
**Purpose:**
**Submitted by:**
**Related Material:** 21.06 Clarksville 22-23 EPA Budget.pdf

CHARTER IMPACT

# Clarksville Charter School

## The Education Protection Account (EPA)

# Background

- The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment.
- There are statutory requirements on how EPA funds should be spent and each LEA decides locally how to best allocate funds.
- California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.
- A board approved expenditure plan is required so the expenditures can be appropriately applied.

CHARTER IMPACT

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# 2022-23 EPA Budget

**Clarksville Charter School**
**Expenditures through: June 30, 2022**
**Resource 1400 Education Protection Account**

| Description | Object Codes | Amount |
|---|---|---|
| **AMOUNT AVAILABLE FOR THIS FISCAL YEAR** | | |
| Local Control Funding Formula Sources | 8010-8099 | 372,422.00 |
| Federal Revenue | 8100-8299 | 0.00 |
| Other State Revenue | 8300-8599 | 0.00 |
| Other Local Revenue | 8600-8799 | 0.00 |
| TOTAL AVAILABLE | | 372,422.00 |
| **EXPENDITURES AND OTHER FINANCING USES** | | |
| Certificated Salaries | 1000-1999 | 279,316.50 |
| Classified Salaries | 2000-2999 | 0.00 |
| Employee Benefits | 3000-3999 | 93,105.50 |
| Books and Supplies | 4000-4999 | 0.00 |
| Services, Other Operating Expenses | 5000-5999 | 0.00 |
| Capital Outlay | 6000-6599 | 0.00 |
| Other Outgo (excluding Direct Support/Indirect Costs) | 7100-7299<br>7400-7499 | 0.00 |
| Direct Support/Indirect Costs | 7300-7399 | 0.00 |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 372,422.00 |
| **BALANCE (Total Available minus Total Expenditures and Other Financing Uses)** | | 0.00 |

CHARTER IMPACT

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