

## THE COTTONWOOD SCHOOL

**Regular Scheduled Board Meeting  
The Cottonwood School  
January 23, 2020 – 6:00 pm  
3840 Rosin Court #200  
Sacramento, CA 95834**

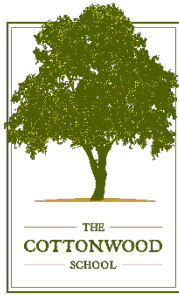
### **AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Closed Session – Potential Litigation
5. Discussion and Potential Action on Retention of Counsel
6. Principal's Report
  - a. LCAP Update
  - b. January PD Meeting
  - c. Directors and Officers Insurance Deductible
  - d. Form 700s
  - e. SB 126
  - f. High School Montessori Program Presentation
7. Discussion and Potential on the Nomination of Board Members
8. Discussion and Potential Action on November Board Meeting Minutes
9. Discussion and Potential Action on November – December Financials
10. Discussion and Potential Action on the Site-Based Montessori High School Program
11. Discussion and Potential Action on the Conflict of Interest Code
12. Discussion and Potential Action on the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy
13. Discussion and Potential Action on the Residency Policy
14. Discussion and Potential Action on the Kindergarten and Transitional Kindergarten Policy
15. Discussion and Potential Action on the Foster Youth Policy
16. Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy

17. Discussion and Potential Action on the Induction Policy
18. Discussion and Potential Action on the School Closure Policy
19. Discussion and Potential Action on the Educational Materials and Restitution Policy
20. Discussion and Potential Action on the Healthy Youth Act Curriculum
21. Discussion and Potential Action on the Master Agreement
22. Discussion and Potential Action on the Board Meeting Calendar
23. Announcement of Next Regular Scheduled Board Meeting
24. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Cottonwood Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



## LCAP Update

We are planning various meetings with stakeholders to review and solicit input regarding the school's LCAP. At a future board meeting (most likely the April Board Meeting) we will be asking for you to review the input we have received thus far and gain your insight as well. Then in May we will present the draft LCAP to you for final approval at the June Board Meeting.

## Underwritten by Scottsdale Insurance Company

A Stock Insurance Company, herein called the **Insurer**  
 Home Office:  
 One Nationwide Plaza • Columbus, Ohio 43215  
 Administrative Office:  
 8877 North Gainey Center Drive • Scottsdale, Arizona 85258  
 1-800-423-7675

Business and  
 Management  
 Indemnity  
 Master Policy  
 Non-Profit  
 Organizations  
 Certificate of  
 Insurance

**TERMS THAT APPEAR IN BOLD FACE TYPE HAVE SPECIAL MEANING. PLEASE REFER TO THE APPROPRIATE DEFINITIONS SECTIONS OF THE MASTER POLICY APPLICABLE TO THIS CERTIFICATE OF INSURANCE.**

### Certificate of Insurance

**Certificate of Insurance for Policy** Number: EKS3297732

**Certificate** Number: 3297732-249

Item **Parent Organization:** Cottonwood Charter School

1. Principal Address: 1740 E. Huntington Drive, Suite 205  
Duarte, CA 91010

Item **Certificate Inception Date:** 11/15/2019

2. 12:01 a.m. local time at the Principal Address shown in Item 1.

Item Coverage Section(s):

3.

Employment Practices

1. Limit of Liability

- a. \$1,000,000 maximum aggregate for this Coverage Section
- b. \$100,000 maximum aggregate for this Coverage Section for all **Costs, Charges and Expenses** as a result of all **Immigration Claims**
- c. \$250,000 maximum aggregate for this Coverage Section for all **Costs, Charges and Expenses** as a result of all **Wage and Hour Claims**

2. Retentions:

- a. \$100,000 each **Employment Practices Claim**
- b. \$100,000 each **Third Party Claim**
- c. \$100,000 each **Immigration Claim**
- d. \$100,000 each **Wage and Hour Claim**

3. **Continuity Date:** 7/21/2014

4. **Third Party Coverage:** X Yes      No

Insured Person and Organization

1. Limit of Liability

- a. \$1,000,000 maximum aggregate for this Coverage Section
- b. N/A maximum aggregate for all **Costs, Charges and Expenses** as a result of all **IEP Claims**
- c. \$10,000 Crisis Management Fund

2. Retentions:

- a. \$0 each **Claim** as respects **Insured Persons**
- b. \$100,000 each **Claim** as respects the **Organization**
- c. N/A each **IEP Claim**

3. **Continuity Date:** 7/21/2014

4. IEP Prior and Pending Date: N/A

5. Crisis Fund Filed Pending Date: 7/21/2014

## Fiduciary

## 1. Limit of Liability

- a. \$1,000,000 aggregate for all **Loss** for all **Claims**,
- b. \$100,000 aggregate for all **Voluntary Compliance Loss** and **Delinquent Filer Penalties**,
- c. \$100,000 aggregate for all **HIPAA Expenses**,
- d. \$50,000 aggregate for all **PPACA Violation Expenses**,
- e. \$100,000 aggregate for all **IRS Expenses**,
- f. \$100,000 aggregate for all **ERISA Expenses**,
- g. \$1,000,000 maximum aggregate for this Coverage Section.

2. Retention: \$0 each **Claim**3. **Continuity Date:** 7/21/20144. **Voluntary Compliance Loss** and **Delinquent Filer Penalties** Coverage Purchased: YES.

Item

4. Premium: \$4,409

Item

5. **Discovery Period**

- 1. One (1) year 100% of the premium
- 2. Two (2) years 125% of the premium
- 3. Three (3) years 150% of the premium

As provided in subsection H. of the General Terms and Conditions, only one of the above **Discovery Period** options may be elected and purchased.

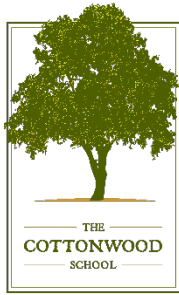
Item Notices to **Insurer:**6. Notice of Claims to:

Scottsdale Indemnity Company  
 Attention: Claims Manager  
 7 World Trade Center, 33rd Floor  
 250 Greenwich Street  
 New York, NY 10007

Other Notices to:

Scottsdale Indemnity Company  
 Attention: Claims Manager  
 7 World Trade Center, 33rd Floor  
 250 Greenwich Street  
 New York, NY 10007

FSReportALoss@freedomsspecialtyins.com FSReportALoss@freedomsspecialtyins.com



## Form 700 – Statements of Economic Interest

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

All board members are required to complete this form on an annual basis and when assuming of leaving a position on the board. We will be filing these forms with the El Dorado County Board of Supervisors.

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**SB-126 Charter schools.** (2019-2020)

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Date Published: 03/05/2019 09:00 PM

**Senate Bill No. 126****CHAPTER 3**

An act to add Section 47604.1 to the Education Code, relating to charter schools.

[ Approved by Governor March 05, 2019. Filed with Secretary of State March 05, 2019. ]

**LEGISLATIVE COUNSEL'S DIGEST**

SB 126, Leyva. Charter schools.

(1) The Ralph M. Brown Act requires that all meetings of the legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act, except as specified.

This bill would require specified charter schools or entities managing charter schools to hold meetings in specified locations. The bill would prohibit a meeting of the governing body of a charter school to discuss items related to the operation of the charter school from including the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

(2) The California Public Records Act requires state and local agencies to make their records available for public inspection and to make copies available upon request and payment of a fee unless the records are exempt from disclosure.

This bill would expressly state that charter schools and entities managing charter schools are subject to the California Public Records Act, except as specified.

(3) Existing law prohibits certain public officials, including, but not limited to, state, county, or district officers or employees, from being financially interested in any contract made by them in their official capacity or by any body or board of which they are members, except as provided.

This bill would expressly state that charter schools and entities managing charter schools are subject to these provisions, except that the bill would provide that an employee of a charter school is not disqualified from serving as a member of the governing body of the charter school because of that employment status. The bill would require a member of the governing body of a charter school who is also an employee of the charter school to abstain from voting on, or influencing or attempting to influence another member of that body regarding, any matter uniquely affecting that member's own employment.

(4) The Political Reform Act of 1974 requires every state agency and local governmental agency to adopt a conflict-of-interest code, formulated at the most decentralized level possible, that requires designated employees of the agency to file statements of economic interest disclosing any investments, business positions, interests in real property, or sources of income that may foreseeably be affected materially by any governmental decision made or participated in by the designated employee by virtue of that employee's position.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Political Reform Act of 1974, except as specified.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 47604.1 is added to the Education Code, to read:

**47604.1.** (a) For purposes of this section, an "entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an "entity managing a charter school" solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decisionmaking authority.

(b) A charter school and an entity managing a charter school shall be subject to all of the following:

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity.

(2) (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(B) (i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

(I) The charter school is located on a federally recognized California Indian reservation or rancheria.

(II) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii) This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.

(4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code).

(B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.



(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

(d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.



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<https://www.linkedin.com/in/dr-norman-lorenz-/>

### **Biography**

Dr. Norman Lorenz is a tenured Professor of education studies, teaches Human Development, and is the college coordinator for Professional Development with the Center for Social Justice Leadership at Sacramento City College in Sacramento, CA. This office works in collaboration with the overall institutional plans of Student Equity and Success as the office programs professional development for higher education specialists. I possess over 40 years of education and experience within school systems, including 26 in primary and elementary education, the direction of a post secondary Montessori teacher education institution, and combined part and full time faculty dedication of 21 years with the community college system. My interests include research where I share interests, contributions, accomplishments, and projected goals as a professional in education leadership. Included across more than 40 years of educational experiences are founded in Montessori pedagogical principles, where I have developed career skills in educational standards, business supervision, and management leadership.

These abilities include classroom teaching in Montessori environments for young children and directing teacher education training certification programs for these types of teacher educators. As an administrator, I have formed, owned, and operated “For” and “Non” profit organizations, which comprised of six Montessori infants through middle school programs, which were affiliated and accredited. In 2000, I became a cofounder of a Montessori charter

public school, "The California Montessori Project, Charter Public School and, and a past board member and President of River Montessori Charter School. In all, these sites for learning serve over 2,500 students, Transitional Kindergarten-8 th grade in the public school arena. Most recently in 2017-18, I consulted with Inspire Schools to found the first Montessori Inspired Technology Based High School in the Sacramento region. They offer a multi-disciplinary approach using Montessori educational programs covering multiple subjects in early childhood, Kindergarten through 8th grade and secondary 9-12 grade programs.

I have consulted with programs and contracts ranging from early education state preschool contracts to secondary schools along with experience in accreditation through the Western Association of Schools and Colleges, and the Montessori Accreditation Council for Teacher Education. In my current role as a professor of education studies, I teach across the Educational framework in Psychology and Sociology courses relating to school leadership using a flipped model of instruction that is rooted in relationship based education.

Over the past six years, I have been involved with the Sacramento City as the college coordinator for Professional Development in collaboration with Student Equity & Success. This role has manifested many activities across the college where pedagogical and andragogical principles and values are key to increasing awareness around student equity, success across programs, and college completion. Inclusive with these duties, the Montessori methodology directly and fully informs his contributions to the field of higher education leading to graduation and post college workforce success.

[norman.lorenz@scc.losrios.edu](mailto:norman.lorenz@scc.losrios.edu)  
<http://www.scc.losrios.edu/normanlorenz>

*"Plainly, the environment must be a living one, directed by a higher intelligence, arranged by an adult who is prepared for this mission." Dr. Maria Montessori*

**Resume/Vitae**

**Education**

Doctorate in Education Leadership, CANDEL, University of California, School of Education, Davis and Sonoma State University, December 2014.

Masters of Arts - Education - California State University, Sacramento, 1994

Bachelors of Arts - Liberal Studies - California State University, Sacramento, 1984

Montessori Education Certificate/Credentials- National Center for Montessori Education, (NCME)/(AMS), [www.amshq.org](http://www.amshq.org) (Life Member)

- Infant/Toddler Training- NCME/Kansas City Center, 1995
- Early Childhood Certification- NCME/Sacramento, 1982
- Elementary Educational Certification/Credential 6-12-NCME/San Diego, 1993 and 2000

Certificate @One California Community Colleges, 2017. I possess a certificate from the Online Educational Initiative, which is tailored to the needs of the CCC system. It focuses on the dynamic role teaching presence plays within online educational coursework. The certificate provides me with current research impact related to building and supporting Communities of Inquiry, supporting equity, and modeling digital citizenship for effective teaching and learning methodologies and pedagogical practices that support student success.

**College Positions, Service, & Community Outreach**

2008-Current

Tenured Professor in Behavioral & Social Science, Education Studies & Human Development, Sacramento City College

2012- Current

Faculty Coordinator, Professional Development and Flex, Sacramento City College (50%)  
Committee Tri-Chair, Staff Development & Staff Equity and Diversity, and LGBTQIA, Sacramento City College

Committee Faculty Tri-Chair, - Staff Equity & Diversity 2017-2018, Guided Pathways , Culture of Inquiry 2017-Present, Staff Development 2014-Present

Committees Membership, Distance Education 2017-Present, EC & Educ. Advisory 2012-Present, Student Learning Outcomes Advisory (SLOAC), 2014-Present, & Planning, Research, & Institutional Effectiveness Committee, 2018-Present

Faculty Advisor for the Community Of Care Program 2016-2019, Counseling Division

Business and Education Consultant, Preschool-Kindergarten & After School, Elk Grove Montessori School, Elk Grove, CA 2004-Present, Creative Montessori, San Mateo, CA 2016-Present, & Cottonwood Charter High School, a new Montessori Charter high school in El Dorado County (Community Service Consulting), 2016-Present; Sarasota University, Doctorate in Montessori Education program faculty member, 2018-Present, <https://www.sarasotauniversity.edu/>

### **Research Publications**

Lorenz, Norman (2014). Montessori on the Move: A case study of the Montessori pedagogical instructional principles and Implications for community college course graduates and their career paths, University of California, Davis, Capital Area North Doctorate in Educational Leadership (CANDEL), School of Education, Pro Quest, [PDF Copy](#)

### **Curriculum & Instruction, Higher Education & Consultant Positions**

#### **Professor**

#### **Sarasota University**

#### **Doctorate in Montessori Education, DOME**

#### **2018-Present**

#### **Syllabi Construction- Pending Accreditation, Begin Teaching Summer 2020**

Contributing professor to the doctoral Montessori education program, responsible for instruction across the following coursework in a collaborative residency/online program with other faculty members:

- EDUM 7010- Montessori Doctoral Study, year 1
- EDUM 7260- Montessori Inclusion, year 2, semester 1
- EDUM 7310- Adult Education Theory and Practice, year 2 semester 2
- EDUM 7330- Montessori Teacher Education Methods, year 3, semester 1
- EDUM 7340- Montessori Teacher Education Placement year 3, semesters 1/2
- EDUM 7350- Organization of Teacher Education Programs, year 3, semester 2
- EDUM 7510- Dissertation committee member and/or chair, year 4

**Tenured Professor**

**Los Rios Community College District;** [www.losrios.edu](http://www.losrios.edu)

**Education Studies and Human Development,** <http://www.scc.losrios.edu/normanlorenz/>

**Sacramento City College – August 2008- Present**

Full time faculty, tenured Professor, instructing college courses in, “Introduction to Child Development”, “Theories of Development”, “Child, Family, and Community”, Lifespan Development, Computer Skills for Teacher Educators, Elementary Teacher Preparation, and “Supervision and Administration” programs. Responsible for instructing academic subject matter concerning early childhood, elementary teacher education and school age programs specifically through laboratory, observations, and field study assignments. The classroom structure is seminar face to face style with collaborative career communities of practice. This emits student engagement, persistence, and retains enrollment through Canvas, our Student Learning Management system. Format includes extensive online communication such as discussion boards, unit modules including Online Educational Resources such as free textbooks, developmentally and career appropriately linked assignments advancing the content from theory to practice, as well as assessment tools that reinforce the student’s academic progress to completion. This model is a Montessori referenced style that has been adapted for adult education. The data show that student support becomes a college-wide benefit to their completion rates.

[Online Educational Resource, OER Textbook, 2018. Sacramento City College: Family Consumer Science \(FCS 324\)/ Psychology 370 Human Development Lifespan, Professor Norman Lorenz](#)

**Adjunct Faculty Instructor**

**Los Rios Community College District;** [www.losrios.edu](http://www.losrios.edu)

**Early Childhood Programs**

**Sacramento City College- 2004 – 2008**

**Cosumnes River College- 2000 – December 2008**

**American River College- 1997 – 2000**

Part time Professor, instructing college courses in, “Introduction to Child Development”, “Theories of Development”, “Child, Family, and Community”, Life Spans Development and “Supervision and Administration” programs. Responsible for instructing academic subject matter concerning early childhood, lab, observations, and field study assignments. Continuing education includes annual conferences in early childhood education and revising syllabus to meet updated text as they are adopted through the college.

**Teacher Education Institution, Private Post Secondary, Director**

**Montessori Teachers College-Sacramento; <http://www.montessoritrainingcenter.net/> and [www.macte.org](http://www.macte.org); [www.amshq.org](http://www.amshq.org)**

**January 1988 – June 2006**

Program director for Montessori Teachers College- Sacramento, accredited with the National Center for Montessori Education N.C.M.E., now the American Montessori Society. The course offers teacher education in Infant/Toddler since 1995, Early Childhood since 1992 and Supervision and Administration Programs, also since 1992. Current program configuration includes 6-12 elementary training with NCME, 2002. Duties include oversight of these training courses with regard to detail in curriculum and instruction, including lesson planning, staff development including classroom management and Parent Education. As a basic priority, the director role managed the entrance, counseling, advising, and completion of the student from beginning to graduation. Annually supervise approximately 25-30 students through the Montessori teacher education certification process. All programs are licensed to operate through the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary and Vocational Education and currently recognized as a Pilot Program through the State of California, Commission on Teacher Credentialing as an alternative education program offering units for the Child Development Permit matrix. In addition, the Early childhood program is accredited with the Montessori Accreditation Council for Teacher Education (MACTE), an authorizer in conjunction with the Commission on International and Trans regional Accreditation. I managed an annual operating budget of \$40,000.

### **Education Business, Consultant, & Coordinator Positions**

#### **Educational Consultant**

**2017-Present**

Inspire Schools, Los Angeles, CA. Curriculum and Instructional consultant and co-founder of The Cottonwood Charter High School in El Dorado County, Buckeye School District. Responsible for curriculum design and faculty training to launch a 9-12 grade school in fall 2019.

#### **Board President**

**2008-2018**

Board, 2008-2012, President, 2012-2018, River Montessori Charter K-8 Public School, Petaluma, CA (Community Service), Responsible for Organizations Strategic Plan and oversight concerning Curriculum & Instruction, Communications and Parent Education Outreach, and Fiscal, Operational, Human Resources, and Facilities. Hiring Responsibilities including Principal/CEO, CFO, and Program Administrator, Budget \$1.6 annually.

**Staff Resource Center for Professional Development, Faculty Coordinator for Staff/Professional Development Los Rios Community College District; [www.losrios.edu](http://www.losrios.edu) Professional Development & Flex, <http://www.scc.losrios.edu/src>**

**Sacramento City College – June 2012- Present**

**SSSP/SEq Coordinator, July 2015-June 2016**

As the Staff Resource Center, Faculty Coordinator for 2012-Present, with an annual budget of \$89,988, I have worked with the Staff Resource Center staff and dean, while specializing in the design, planning, and implementation of the professional development and flex Initiative, “Connecting with Success” as a campus wide initiative. The aim is to develop and enhance particular, professional skill sets in campus personnel focusing primarily on student success & support and student equity within the community college. As the faculty tri-chair of the Staff Development committee overseeing and working in collaboration with two other tri-chairs around the vision, goals and objectives for professional development. In concert with the dean, I work in coordination to write the Program Plan specifically embedding professional development that focuses on both the Student Success & Support program and Student Equity program plans as well as contribute the design, analysis, and orchestration of the annual budget, which comprises both staff development and conference, workshop, and travel income and expenses. Additional responsibilities include working in collaboration with Student Services with emphasis on planning professional development for classified staff and faculty that addresses the Student Success & Support Program and Student Equity Plans where existential needs for students and their success directly connect to classified staff, faculty, and administration. I was also the curator of the New Faculty Academy where tenured tracked full time faculties receive a one-year support as they migrate into the college community system, <http://www.scc.losrios.edu/facultyhowto/>. The value of these needs are highlighted and incorporated into the professional development that occurs during the flex week each semester and throughout the semester as opportunities and needs arise.

**Education Consultant**

**California State Department of Education, Child Development Division,**

[www.cde.ca.gov/sp/cd](http://www.cde.ca.gov/sp/cd)

**December 2004 –June 2008**

Responsible for facilitating funding terms and conditions with county agencies in county regions in California contracting for services offering general fund programs for child development contracts including areas related to business, financial, curriculum and instruction, staff development, and parent education. Technical assistance was a major factor in the development and implementation of curriculum goals and objectives and administration of staff development concerning management and supervision of classrooms and fellow colleagues. Oversight included the contractual agreements of approximately \$80 million for the child development programs operating in Butte, Nevada, Placer, Sierra, Solano, Napa, Sonoma, and San Mateo counties working and training with directors and their staff.



**Co-Founder & Education Consultant as Director of Curriculum & Instruction, California Montessori Project, Charter Public School; [www.cacmp.org](http://www.cacmp.org), Charter Early Childhood, Elementary, and Middle School Programs**

**May 1999 - January 2005**

I was influential to the idea, conceptual formation, and co-founder of the charter project. I participated in the planning grant of \$35,000 to coordinate a team to facilitate the charter project of public Montessori programs. I was a team member of the implementation grant of \$250,000 for the construction of five present sites, curriculum and instruction, and administration and supervision manuals including policies and procedures for class and school management. The project had an operating budget of \$5 million annually with over 2,000 students, K-8. During my tenure, I was responsible for coordinating with officers over the hiring of over 100 California and Montessori credentialed/certified staff, configuring the purchase orders and inventory of over \$300,000 of Montessori and miscellaneous materials and supplemental text books, and environment design of the campuses. Current participation includes oversight and supervision of five site principals with overview as the Director of curriculum and instruction, it's quality, staff development in Montessori 6-12 teacher education for all Montessori training, and supervision of principals for facilitation of a parent advisory school site council and parent education program, as well as working with the state toward recognition of the Montessori certification as an alternatively identified teaching credential within the alternative school reform structure in California.

**Executive Director/ Chief Executive Officer**

**Montessori Learning Commons, Incorporated; <http://www.elkgrovemontessori.com/>**

**June 1987 - February 2005**

Responsible for vision and oversight of business, financial, curriculum and instruction, staff development, and parent education of Montessori early childhood education programs in Sacramento County. From two through seven locations MLC, Inc. developed business corporate partnerships with the McClatchy Corporation, PERS, McCuen Properties, and the US Bank Plaza. Currently in operation, two early childhood programs serving approximately 300 families, 45 employees for children ages Infancy through Kindergarten. Specific Duties include development and implementation of Montessori curriculum goals and objectives, administration of staff development concerning management and supervision of classroom and fellow colleagues. I operated an annual operating budget of \$1.2 million.

**Instruction & Education Consultant**

**Canadian Montessori Academy, CMA**

**Director of Elementary, Early Childhood, and Infant/Toddler Programs with American Montessori Society, AMS**

**January 2001 – June 2004**

Consultant to the Program component of CMA; Teacher Education summer courses. I have responsibility for course work in the area of infant/toddler, early childhood and elementary programs in accordance with the Montessori Accreditation Council for Teacher Education,

MACTE, and the American Montessori Society, AMS. Work in collaboration with site administrators in academic coursework and student teaching.

**Educational Consultant**

**Montessori Program, Margaret Sheehy Elementary School, Merced City School District  
1997- 2000**

I was the consultant and supervisor of the elementary Montessori public school program for Kindergarten through fifth grade. I supervised in conjunction with school principal, all educational goals of staff and student population, curriculum and instruction and parent education for approximately 60 elementary age students and three Montessori staff members.

**School Director**

**Montessori Center for Elementary Education, Incorporated Not for Profit  
March 1994 – June 2001**

Director of elementary Montessori school non-profit program for Kindergarten through eighth grade. I supervised all educational goals of staff and student population, curriculum and instruction and parent education for approximately 150 elementary age students and 12 staff members over four campuses. I closed the program to begin working with the public charter Montessori program.

**Education Early, Elementary & Secondary Education, Classroom Instructor Positions**

**Instructor/Teacher**

**Montessori Learning Commons & Montessori Center for Elementary Education, Inc.  
June 1987-July 1999**

I was the head teacher over these specific years, 1987-88, 1995-96 & 1999-2000. During the other years of the operation (1994, 1997, 1998, and 2001), I was a daily intermittent supplemental instructor for core instructors for the 6-9, 9-12 and 12-14 programs in subjects that included Math/Geometry, Life Skills, Government, and Literature groups.

**School Director/Instructor/Teacher**

**Village Montessori Schools, Fair Oaks  
August 1983 – June 1987**

Under the guidance and mentorship of Karen Lecy, I was responsible for management of curriculum and instruction, staff development, and parent education of the Montessori early childhood education program. The program consisted of Preschool and Kindergarten. Duties included teaching the Kindergarten program. School Director/Instructor/Teacher and Training Consultant.

**Foundation Center for Phenomenological Research**

**August 1982 - July 1983**

Responsible for management of curriculum and instruction, staff development, and parent education of the Montessori early childhood education program. The program consisted of Preschool. Also responsible for facilitating introductory training with migrant and low income programs in Sacramento, Yolo, Modoc, and Los Angeles Counties.

**Instructor/Teacher**

**Village Montessori Schools, Carmichael**

**September 1979 - July 1982**

Worked as assistant with preschool and elementary age children in an after school program. After Montessori certification, instructed Kindergarten age children in a Montessori environment.

**College Life Engagement, Committee work, and Tri-Chair Experiences**

2016-17- Committee work- Staff Development, Staff Equity, Student Equity & Support, Matriculation and Student Success, Distance Education, Institutional Effectiveness Partnership Initiative, ECE Advisory

January 2015- May 2016- Dissertation Committee Member, Drexel University, Sacramento Center, Sacramento, CA (Community Service)

March 2016- Accreditation Commission for Community and Junior Colleges, Accreditor with Los Angeles Community College District, LA Harbor College

August 2014- Present- Student Equity & Matriculations Committees & Student Success & Support Participation

January 2014- October 2015- Accreditation Standard 1- Faculty Tri-Chair

January 2014- Present- Staff Development Committee, Faculty Tri-Chair

January 2013- Present- Distance Education Committee

Spring 2012- Present- Hiring Committees, committee member, and Hiring committee Equity representative

Fall 2012- Present- Trainer and Facilitator for Interest Based Alliance Training (IBA), Los Rios Community College District

Fall 2010- Spring 2014- Academic Senate, Senator, BSS Representative

August 2010- Present- SLOAC Committee

August 2009-2011-2015- Matriculation and Student Success Committee

### **Professional Associations Advisory Committee**

Sacramento City College, Early Childhood Community Advisory; [www.scc.losrios.edu](http://www.scc.losrios.edu) 2008-Present

American River College, ECE Advisory, 1988-2000

Cosumnes River College, ECE Advisory, 2000-2004

Participate in the semester and ongoing community effort toward an advanced review of the program content within the division of Early Childhood course instruction and in support of community needs concerning trends and issues facing the industry.

### **Advisory Committee Member**

**Sacramento City College, California Categorical Program, Extended Opportunities Programs & Services (EOPS)**

**2015- Present**

Annual participation as an advisory body member to EOPS for the purposes of reviewing current and projected plans for the program's annual plan. This program supports students across the community regarding outside of classroom needs that allow for and support student success and college completion.

**Education advisor and lecturer**

**California Child Development Administrators Association, CCDAA; [www.ccdaa.org](http://www.ccdaa.org)**

**2005- 2008**

I consulted and provided workshops primarily on the DRDP-R. I provided bay area programs with substantial technical assistance through the organization with regard to the On Going Program Self Evaluation Tool (OPSET). I supported staff development and keynote work through continuing education and teacher training. Commissioner

**Montessori Accreditation Council for Teacher Education, MACTE; [www.macte.org](http://www.macte.org)**

**2003- 2005**

Commission member for MACTE that accredits teacher education programs as recognized by the United States Department of Education. The responsibilities of the position include review

and recommendation on accreditation of Montessori teacher education institutions across the country and around the world.

**Board Member, Montessori Project Foundation**

**2002- 2004**

Responsible for supporting the financial efforts through grants and gifts to the non profit public charter school program.

**Chairperson, NCME/MACTE Review Committee**

**MACTE Commission on Accreditation**

**2001-2002**

Oversight of all NCME/MACTE accredited course. Responsible for communication via the MACTE office and the NCME Teacher Education and Training Program's concerning accreditation. [www.montessori-ncme.org](http://www.montessori-ncme.org)

**California Montessori Council**

**2014- Present- Council Member**

**1998 to 2000- Secretary- Board of Directors**

Secretary for the California Montessori Council. This non-profit organization's purpose is to keep Montessori school educators informed on current federal and state legislation affecting and/or impacting Montessori public and private school programs across the state of California.

**President and Past President- Board of Directors**

**Montessori Accreditation Council for Teacher Education, MACTE Corporation,  
International Association for Montessori Education, (I.A.M.E.) [www.iamе.org](http://www.iamе.org)**

**President, 1997 to 2000; Past President, 2000-2003**

President of the Board of Directors for this national organization doing business under the corporation of the Montessori Accreditation Council for Teacher Education, M.A.C.T.E. It's membership is comprised of accredited Montessori teacher education institutions world wide under nine national Montessori organizations recognized by the United States Department of Education. Duties include membership oversight, annual training development through conferences, workshops and seminars and communication strategies between the various organizational structures. Responsibilities are detailed through accreditation standards by working with the MACTE Commission on Accreditation. Annual operating budget of \$50,000

**Board of Directors**

**The National Center for Montessori Education, N.C.M.E.**

**1994 to 2003**

Member of the Board of Directors of this national organization. In existence since 1977, a member of since 1981. Past chair included responsibility for coordinating and facilitating work in conjunction with the Executive Director for then 28 (currently 32) training institutions in the U.S., Canada, Mexico and South America. Duties include oversight and coordination of training

center site visits for affiliation, training development including current trends and issues in Montessori education, administration and supervision of early childhood programs and annual conferences toward continuing education for educators. Responsibilities also include school accreditation nationwide. Committee representative for an annual operating budget of approximately \$600,000.

### **Continuing Education Coursework, Consultation, and Seminar Presentations**

2017-1018

StrengthsFinders Trained, [Dr. Joe Darin Coaching](#), [Action Guides](#) and [Insights](#)

Coordinated with Dr. Darin to provide all Dean's with StrengthsFinder training to use in unison with their Center for Urban Education, CUE administrative training on Equity and Student Success.

2012- Present

As the faculty coordinator for the Staff Resource Center since 2012, I have offered many workshops that focus on instructional pedagogy and student success: Professional Development, Flexible Continuing Education, and Convocation Programming

<https://www.scc.losrios.edu/src/?s=Norman%20Lorenz>

2012- Present

Extensive Training in student learning management systems, including most recently the Canvas LMS built on the Instructure platform, the full Google Apps system, Sycamore LMS, Desire2Learn LMS, and Blackboard LMS. Face to face and online hybrids are my expertise where a full design of technology and e-portfolios are used with student scholars as they relate to informal training of software systems that will be used in overall workforce development.

2008- Present

Consultant to the peninsula and north bay area, including San Mateo, Sonoma, & Napa counties in early childhood programs serving local communities with involvement and program management including the California Child Development Administrators Association, CCDAA organization. Areas of expertise include the CDE On Going Program Self Evaluation Tool (OPSET), the Desired Results Developmental Profile Linking Assessment to Curriculum (DRDP-R), Curriculum development and management, staff development, and school operations.

Consultants to various Montessori early childhood programs in local community, including the new 2014 CA Pre-K Bill, the national Pre-K Now organization, and schools including Claire's Montessori, Elk Grove Montessori School, the Merced City School District, Margaret Sheehy Elementary School, the California Montessori Project, Charter School, Montessori Elementary programs, River Montessori Charter School, Creative Montessori Learning Center, Palo Alto, CA. Areas of expertise include Classroom development and management, staff development,

accreditation, and school operations.

Workshop Presenter- Professional Association for Childhood Educators, American Montessori Society, the National Center For Montessori Education, County Offices of Education in California, including, San Mateo Solano, Placer, Nevada, Butte, along with various projects with school districts regionally and community colleges.

Additionally, with the Montessori Accreditation Council for Teacher Education/International Association for Montessori Education, and California Child Development Administrators Association. Presentations in the areas of Early Care and Education, including Infant/Toddler Development, Early Childhood, and Elementary education.

Specifically the concentration in Montessori early childhood and elementary programs in development were discipline, classroom management, parent education, and staff development and administration.

### **Community Outreach and Involvement**

2018-Present, Poverty Ridge Neighborhood Advisory Member to City of Sacramento, Mayor Darrell Steinberg with a focus on Regional Economic Development

2016-17 Faculty Advisory for the SCC Community of Care Program for Student Equity and Success

2014-2018- Board President, River Montessori Charter Public School, Petaluma, CA

2014- Present Montessori Council California - A political advocacy and lobbying membership to advance the study and practice of the Montessori methodology into the public education arena with specific interest in building public private partnerships and mixed use principles across early, elementary and secondary education systems

2011- 2015 Liaison with students conducting learning service with Sacramento City Unified School District and ECE 350, Introduction to Elementary Teacher Education

2008- 2014 Board Member, River Montessori Charter Public School, Petaluma, CA

2005- Present Life Member, American Montessori Society, AMS

2005- Present Affiliation with the National Association for the Education of Young Children, NAEYC

2005-2008 Presenter for the California Child Development Administrators Association, CCDAA



1999-2005 Educational Founder and Consultant, California Montessori Project, Charter Public School K-8 program

1995-2000 Advisory Committee member for American River College Child Development Program and Cosumnes River College Family and Business Science Department with selection committee experience on the Mentor Teacher Program; Los Rios Community College District

2003-2006 Commissioner, Montessori Accreditation Council for Teacher Education, (MACTE)

1999-2000 Charter Board Member, Secretary for the California Montessori Council, (CMC)

1997-2000 Council Board President, International Association for Montessori Education (I.A.M.E.)

1996-2001 Advisory Committee member for California State Department on Teacher Credentialing; Evaluation and Support Team for Approval of ECE Programs for Child Development Permits affiliated with the Montessori Accreditation Council for Teacher Education, (M.A.C.T.E.)

1995-1996 Charter Board Member, DaVinci Montessori School, Merced, CA.

1994-2003 Board Member for National Center for Montessori Education

1994 & 95 Sacramento Business Journal's 100 Fastest Growing Companies - Ranked 17

1993-Present Board member and Vice President of Montessori Learning Commons, Inc.

### **Professional Organizations and Affiliations**

- Sarasota University, <https://www.sarasotauniversity.edu/>
- Faculty Association of California Community Colleges, FACC, [www.faccc.org](http://www.faccc.org)
- Chronicle for Higher Education, [www.chronicle.com](http://www.chronicle.com)
- Faculty Focus, Focused on today's Higher Education Professional [www.facultyfocus.com](http://www.facultyfocus.com)
- California Montessori Council, [www.montessoricouncilca.org](http://www.montessoricouncilca.org)
- California Child Development Administrators Association, (CCDAA) [www.ccdaa.org](http://www.ccdaa.org)
- Life Member, American Montessori Society, [www.amshq.org](http://www.amshq.org)
- Montessori Accreditation Council for Teacher Education, (MACTE) [www.macte.org](http://www.macte.org)
- International Association for Montessori Education, (IAME) [www.iame.org](http://www.iame.org)
- California Association for the Education of Young Children, (C.A.E.Y.C.)
- National Center for Montessori Education, (NCME) [www.montessori-ncme.org](http://www.montessori-ncme.org)



- Montessori School Accreditation Commission (MSAC) [www.montessori-msac.org](http://www.montessori-msac.org)
- American Council on Education (ACE)

**Contacts and References**

California Department of Education,  
Sharon Hawley, Ph.D.  
Northern California Administrator, Child  
Development Division, CDE (Retired)  
Electronic Mail- [sjhawley@sbcglobal.net](mailto:sjhawley@sbcglobal.net)

California Small Schools Association,  
Debra Pearson, Small School Districts  
Association, Executive Director,  
Electronic Mail- [debra@sdda.org](mailto:debra@sdda.org)

California State University, Sacramento,  
Tina Jordan, Ed.D., Assistant Vice  
President, Strategic Success Initiatives  
Director of Peer and Academic Resource  
Center (PARC)  
Electronic Mail- [jordant@csus.edu](mailto:jordant@csus.edu)

National Center for Montessori Education,  
Karen Lecy, M.Ed., Executive Director,  
(Retired)  
Electronic Mail- [klecyl10@mac.com](mailto:klecyl10@mac.com)

California Montessori Project, Charter  
Public School, Colleague,  
Teresa Lyday-Selby, M.Ed.,  
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Montessori Charter Public School  
Kelly Griffith Mannion, Principal, River  
Electronic Mail-  
[kmannion@rivermontessoricharter.org](mailto:kmannion@rivermontessoricharter.org)

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Sacramento County Office of Education,  
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Electronic Mail- [swinlock@aol.com](mailto:swinlock@aol.com)



## THE COTTONWOOD SCHOOL

Regular Scheduled Board Meeting - The Cottonwood School  
November 21, 2019 – 6:00 pm  
3840 Rosin Court #200, Sacramento, CA 95834

Attendance: Julisa Platte, Amanda Meagher, Teresa Lyday-Selby  
Absent: Josh Mottashed  
Also Present: Julie Haycock, Jenell Sherman, Kathy Fagundo

### **Call to Order:**

Julisa Platte called to order at 6:02 pm.

### **Public Comments:**

None

### **Approval of the Agenda:**

Amanda Meagher motioned to approve the agenda. Teresa Lyday-Selby seconded.  
-Unanimous

### **Closed Session – Potential Litigation:**

Amanda Meagher motioned to move into closed session at 6:05 pm. Teresa Lyday-Selby seconded.  
-Unanimous

Julia Platte motioned to exit closed session at 6:12 pm. Amanda Meagher seconded.  
-Unanimous

No action was taken in closed session.

### **Principals Report:**

The Board of Directors was presented with a report from the Principal on the following:

- Enrollment
- NHS and NJHS Membership
- SB 126

### **Discussion on the Summary of Insurance Coverage:**

The Board was presented with information on the Summary of Insurance Coverage.

### **Discussion and Potential Action on the Board Meeting Calendar:**

Julia Platte motioned to move the December Board Meeting to December 12, 2019 at 6:00 pm.  
Amanda Meagher seconded.

-Unanimous

**Discussion and Potential Action on the Board Meeting Minutes:**

Amanda Meagher motioned to approve the Board Meeting Minutes from October 24, 2019.

Julia Platte seconded.

-Unanimous

**Discussion and Potential Action on the October Financials:**

Amanda Meagher motioned to approve the October Financials. Julia Platte seconded.

-Unanimous

**Discussion and Potential Action on the First Interim Report:**

Amanda Meagher motioned to approve the First Interim Report. Teresa Lyday-Selby seconded.

-Unanimous

**Discussion and Potential Action on the Charter School Capital Resolution to Change the Amount of the Sale of Receivables:**

Teresa Lyday-Selby motioned to approve the Charter School Capital Resolution to Change the Amount of the Sale of Receivables. Amanda Meagher seconded.

-Unanimous

**Discussion and Potential Action on the Conflict of Interest Code:**

Teresa Lyday-Selby motioned to approve the Conflict of Interest Code. Amanda Meagher seconded.

-Unanimous

**Discussion and Potential Action on the Resolution of the Board of Directors of The Cottonwood School Joining the California Charter Schools Joint Powers Authority:**

Julia Platte motioned to approve the Resolution of the Board of Directors of The Cottonwood School Joining the California Charter Schools Joint Powers Authority. Amanda Meagher seconded.

-Unanimous

**Discussion and Potential Action on the Healthy Youth Act Curriculum:**

The board was presented with information on the Healthy Youth Act Curriculum. No action taken.

**Discussion and Potential Action on the Non-Compliance Policy:**

Teresa Lyday-Selby motioned to approve the Non-Compliance Policy. Julia Platte seconded.

-Unanimous

**Discussion and Potential Action on the Investigation Process Regarding Residency:**

Julia Platte motioned to approve the Investigation Process Regarding Residency. Teresa Lyday-Selby seconded.

-Unanimous

**Discussion and Potential Action on the Withdrawal Policy and Disenrollment Letter:**

Amanda Meagher motioned to approve the Withdrawal Policy and Disenrollment Letter. Teresa Lyday-Selby seconded.

-Unanimous

**Discussion and Potential Action on the Vendor Agreements:**

Amanda Meagher motioned to approve the Vendor Agreements. Julia Platte seconded.

-Unanimous

**Discussion and Potential Action on the Promotion, Acceleration and Retention Policy:**

Julia Platte motioned to approve the Promotion, Acceleration and Retention Policy. Amanda Meagher seconded.

-Unanimous

**Discussion and Potential Action on the EL Plan:**

Amanda Meagher motioned to approve the EL Plan. Teresa Lyday-Selby seconded.

-Unanimous

**Adjournment:**

Amanda Meagher motioned to adjourn the meeting at 7:32 pm. Teresa Lyday-Selby seconded.

-Unanimous

Prepared by:

Bryanna Brossman

Noted by:

Teresa Lyday-Selby  
Board Secretary



# **The Cottonwood School**

Monthly Financial Presentation – December 2019

# COTTONWOOD - Highlights

- Annual projected revenue increased from November to December by \$144k due to ADA and UPP% update.

- Expenses and PTR in compliance with SB740 requirements (40/80 rule):

Pupil:Teacher Ratio
20.15 :1

Cert.	Instr.
49.3%	89.4%
2,183,512	2,209,380

- Ending annual surplus through year-end is forecasted as a positive \$21k.

# COTTONWOOD - Revenue

- November forecasted total revenue was based on 2402 ADA.
- Current forecasted total revenue is based on 2398 ADA.
- Main YTD variance due to timing of the PENSEC funds, which will be received in January.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 2,831,313	\$ 8,472,007	\$ (5,640,694)	\$ 21,772,373	\$ 21,100,023	\$ 672,349
Federal Revenue	-	-	-	-	-	-
Other State Revenue	-	534,409	(534,409)	1,738,249	1,489,945	248,304
Other Local Revenue	-	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ 2,831,313</b>	<b>\$ 9,006,415</b>	<b>\$ (6,175,102)</b>	<b>\$ 23,510,621</b>	<b>\$ 22,589,968</b>	<b>\$ 920,653</b>



# COTTONWOOD - Expenses

- Overall year-to-date actual expenses are higher than November due to staffing adjustments and MOU booking.
- Salary forecast based on payroll through 12/31.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 3,745,774	\$ 3,721,000	\$ (24,774)	\$ 8,679,037	\$ 7,442,000	\$ (1,237,037)
Classified Salaries	236,577	-	(236,577)	311,415	-	(311,415)
Benefits	864,092	1,005,391	141,298	2,351,095	2,031,361	(319,734)
Books and Supplies	981,431	1,981,542	1,000,111	3,040,223	4,127,659	1,087,436
Subagreement Services	3,024,823	1,788,583	(1,236,240)	6,607,843	4,694,461	(1,913,382)
Operations	22,828	127,990	105,161	66,307	255,979	189,673
Facilities	158,913	350,644	191,730	316,899	701,287	384,388
Professional Services	634,467	777,970	143,503	1,663,687	1,973,551	309,864
Depreciation	6,303	-	(6,303)	13,866	-	(13,866)
Interest	311,570	56,000	(255,570)	439,639	280,000	(159,639)
<b>Total Expenses</b>	<b>\$ 9,986,778</b>	<b>\$ 9,809,119</b>	<b>\$ (177,659)</b>	<b>\$ 23,490,010</b>	<b>\$ 21,506,299</b>	<b>\$ (1,983,711)</b>

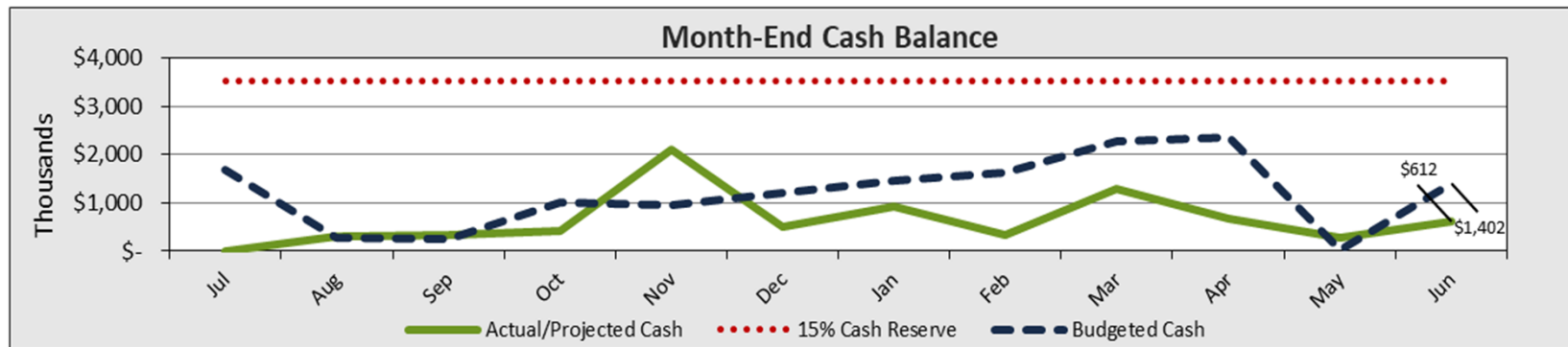
# COTTONWOOD - Fund Balance

- YTD (Deficit) due to timing of revenue.
- Current annual surplus is lower than November due to CALPADS Fall 1 adjustments and MOU booking.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (7,155,465)	\$ (802,704)	\$ (6,352,762)	\$ 20,611	\$ 1,083,669	\$ (1,063,058)
Beginning Fund Balance	-	-		-	-	
Ending Fund Balance	<u>\$ (7,155,465)</u>	<u>\$ (802,704)</u>		<u>\$ 20,611</u>	<u>\$ 1,083,669</u>	
As a % of Annual Expenses	-30.5%	-3.7%		0.1%	5.0%	

# COTTONWOOD- Cash Balance

- Cash Balance remains positive through the use of receivable sales.



# COTTONWOOD - Compliance Reporting



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
DATA TEAM	Jan-07	<b>CALPADS - Fall 2 Submission Window opens</b> - Fall 2 data is used for many purposes by the US department of education and California department of education. At the federal and state level, the data is also used in the production of many reports, some of which are used to determine eligibility for funding or grants. Fall 2 reporting includes three main data groups: student course enrollments, staff assignments, FTE percentage and English learner education services. Data is reported as of October 2, 2019. Schools have until late March to submit certified data.	Cottonwood	No	No
FINANCE	Jan-17	<b>Mid-Year Expenditure Report due to SELPA</b> - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No
DATA TEAM	Jan-24	<b>CALPADS - Fall 1 Amendment deadline</b> - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Cottonwood	No	No
DATA TEAM	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2018/19). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Cottonwood	Yes	No
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes
FINANCE	Feb-22	<b>CSFA Charter School Revolving Loan Application</b> - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to \$250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter. Applications are due February 22, 2020.	Cottonwood with Charter Impact Support	Yes	Yes
FINANCE	Feb-26	<b>E-Rate FCC Form 470 Due date (FY2020)</b> - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 26, 2020 is the deadline to certify an FY2020 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2020 filing window.	Cottonwood	No	No

# COTTONWOOD - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging



**The Cottonwood School**  
**Monthly Cash Flow/Forecast FY19-20**  
 Revised 1/21/20

ADA = 2398.41



**Facilities, Repairs and Other Leases**

5601 Rent  
 5610 Repairs and Maintenance

**Professional/Consulting Services**

5801 IT  
 5802 Audit & Taxes  
 5803 Legal  
 5804 Professional Development  
 5805 General Consulting  
 5806 Special Activities/Field Trips  
 5807 Bank Charges  
 5808 Printing  
 5809 Other taxes and fees  
 5811 Management Fee  
 5812 District Oversight Fee  
 5815 Public Relations/Recruitment

**Depreciation**

6900 Depreciation Expense

**Interest**

7438 Interest Expense

**Total Expenses**

**Monthly Surplus (Deficit)**

**Cash Flow Adjustments**

Monthly Surplus (Deficit)  
 Cash flows from operating activities  
     Depreciation/Amortization  
     Public Funding Receivables  
     Due To/From Related Parties  
     Prepaid Expenses  
     Accounts Payable  
     Accrued Expenses  
 Cash flows from investing activities  
     Purchases of Prop. And Equip.  
 Cash flows from financing activities  
     Proceeds from Factoring  
     Payments on Factoring

**Total Change in Cash**

Cash, Beginning of Month

**Cash, End of Month**

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	23,333	23,333	23,333	23,333	23,333	23,335	23,333	23,333	23,333	23,333	23,333	23,333	-	279,998	660,000	380,002
5610 Repairs and Maintenance	-	3,175	2,771	4,010	250	250	2,998	2,998	2,998	2,998	2,998	2,998	-	28,444	41,287	12,843
	23,333	26,508	26,104	27,343	26,365	29,260	26,331	26,331	26,331	26,331	26,331	26,331	-	316,899	701,287	384,388
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	663	-	-	-	-	-	-	-	-	-	663	41,287	40,625
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
5803 Legal	7,642	915	-	-	1,234	889	2,917	2,917	2,917	2,917	2,917	2,917	-	28,180	35,000	6,820
5804 Professional Development	-	-	360	-	-	294	1,071	1,071	1,071	1,071	1,071	1,071	-	7,081	48,000	40,919
5805 General Consulting	45,748	-	-	7,450	15,974	17,732	200	200	200	200	200	200	-	88,103	20,644	(67,460)
5806 Special Activities/Field Trips	19,567	13,130	35,898	7,614	2,839	3,697	5,492	5,492	5,492	5,492	5,492	5,492	-	115,696	369,328	253,632
5807 Bank Charges	-	-	375	1,109	405	-	600	600	600	600	600	600	-	5,486	6,193	707
5808 Printing	-	-	-	-	77	-	200	200	200	200	200	200	-	1,276	8,257	6,981
5809 Other taxes and fees	-	-	160	-	445	20	-	-	-	-	-	-	-	625	6,193	5,568
5811 Management Fee	-	4,129	220,300	74,810	74,810	74,810	52,196	52,196	52,196	52,196	52,196	52,196	-	762,033	790,649	28,616
5812 District Oversight Fee	-	-	-	-	-	-	195,769	40,284	66,414	74,728	66,414	66,414	143,147	653,171	633,001	(20,170)
5815 Public Relations/Recruitment	-	999	-	375	-	-	-	-	-	-	-	-	-	1,374	-	(1,374)
	72,957	19,173	257,092	92,019	95,784	97,441	258,444	102,958	129,089	137,403	129,089	129,089	143,147	1,663,687	1,973,551	309,864
<b>Depreciation</b>																
6900 Depreciation Expense	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866	-	(13,866)
	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866	-	(13,866)
<b>Interest</b>																
7438 Interest Expense	-	-	26,862	-	177,991	106,717	38,869	-	38,869	-	8,922	41,409	-	439,639	280,000	(159,639)
	-	-	26,862	-	177,991	106,717	38,869	-	38,869	-	8,922	41,409	-	439,639	280,000	(159,639)
<b>Total Expenses</b>	<b>501,429</b>	<b>723,225</b>	<b>1,962,074</b>	<b>1,563,727</b>	<b>3,163,775</b>	<b>2,072,549</b>	<b>2,363,398</b>	<b>2,165,883</b>	<b>2,224,562</b>	<b>2,190,846</b>	<b>2,191,454</b>	<b>2,223,942</b>	<b>143,147</b>	<b>23,490,010</b>	<b>21,506,299</b>	<b>(1,983,711)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(501,429)</b>	<b>(605,255)</b>	<b>(1,962,074)</b>	<b>835,030</b>	<b>(3,006,482)</b>	<b>(1,915,256)</b>	<b>4,162,238</b>	<b>(574,740)</b>	<b>237,609</b>	<b>548,451</b>	<b>270,717</b>	<b>238,230</b>	<b>2,293,572</b>	<b>20,611</b>	<b>1,083,669</b>	<b>(1,063,058)</b>
														0%		
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(501,429)	(605,255)	(1,962,074)	835,030	(3,006,482)	(1,915,256)	4,162,238	(574,740)	237,609	548,451	270,717	238,230	2,293,572	20,611		
Cash flows from operating activities																
Depreciation/Amortization	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(2,436,718)	(2,436,718)		
Due To/From Related Parties	673,793	774,486	198,962	821,328	(720,988)	(1,694,276)	-	-	499,840	-	399,157	-	-	952,302		
Prepaid Expenses	(46,667)	(13,261)	9,333	(14,743)	33,409	(297,277)	-	-	-	-	-	-	-	(329,206)		
Accounts Payable	-	63,767	53,027	(20,544)	104,991	(100,969)	-	-	-	-	-	-	143,147	243,418		
Accrued Expenses	181,828	89,054	66,628	111,450	124,132	79,817	-	-	-	-	-	-	-	652,909		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(302,525)	-	-	-	-	-	-	-	-	-	-	-	-	(302,525)		
Cash flows from financing activities																
Proceeds from Factoring	-	-	1,668,300	-	5,143,800	2,345,600	1,388,180	-	1,388,180	-	318,634	1,478,900	-	13,731,593		
Payments on Factoring	-	-	-	(1,668,300)	-	-	(5,143,800)	-	(1,172,800)	(1,172,800)	(1,388,180)	(1,388,180)	-	(11,934,059)		
<b>Total Change in Cash</b>	<b>5,000</b>	<b>310,052</b>	<b>35,436</b>	<b>65,482</b>	<b>1,680,123</b>	<b>(1,581,102)</b>	<b>407,878</b>	<b>(573,479)</b>	<b>954,089</b>	<b>(623,088)</b>	<b>(398,411)</b>	<b>330,211</b>				
Cash, Beginning of Month	-	5,000	315,052	350,488	415,970	2,096,092	514,991	922,869	349,389	1,303,479	680,391	281,979				
<b>Cash, End of Month</b>	<b>5,000</b>	<b>315,052</b>	<b>350,488</b>	<b>415,970</b>	<b>2,096,092</b>	<b>514,991</b>	<b>922,869</b>	<b>349,389</b>	<b>1,303,479</b>	<b>680,391</b>	<b>281,979</b>	<b>612,190</b>				

Cert.	Instr.
49.3%	89.4%
2,183,512	2,209,380
Pupil:Teacher Ratio	
20.15	:1

# The Cottonwood School

## Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	-	-	-	1,962,774	5,817,253	(3,854,479)	15,790,515
Education Protection Account	-	103,218	(103,218)	42,750	206,435	(163,685)	412,870
In Lieu of Property Taxes	157,293	391,731	(234,438)	825,789	2,448,319	(1,622,530)	4,896,638
Total State Aid - Revenue Limit	157,293	494,949	(337,656)	2,831,313	8,472,007	(5,640,694)	21,100,023
Other State Revenue							
State Special Education - AB602	-	85,505	(85,505)	-	534,409	(534,409)	1,068,817
State - State Lottery	-	-	-	-	-	-	421,127
Total Other State Revenue	-	85,505	(85,505)	-	534,409	(534,409)	1,489,945
Total Revenue	157,293	580,454	(423,161)	2,831,313	9,006,415	(6,175,102)	22,589,968
<b>Expenses</b>							
Certificated Salaries							
Certificated Teachers' Salaries	446,432	490,000	43,568	2,988,136	2,940,000	(48,136)	5,880,000
Certificated Teachers' Extra Duties/Stipends	65,406	73,500	8,094	337,641	441,000	103,359	882,000
Certificated Pupil Support Salaries	80,186	-	(80,186)	123,508	-	(123,508)	-
Certificated Supervisors' and Administrators' Salaries	14,432	56,667	42,235	296,489	340,000	43,511	680,000
Total Certificated Salaries	606,456	620,167	13,711	3,745,774	3,721,000	(24,774)	7,442,000
Classified Salaries							
Classified Instructional Salaries	175,406	-	(175,406)	190,013	-	(190,013)	-
Classified Support Salaries	594	-	(594)	15,826	-	(15,826)	-
Clerical, Technical, and Office Staff Salaries	4,231	-	(4,231)	17,391	-	(17,391)	-
Other Classified Salaries	3,783	-	(3,783)	13,346	-	(13,346)	-
Total Classified Salaries	184,013	-	(184,013)	236,577	-	(236,577)	-
Benefits							
State Teachers' Retirement System, certificated positions	76,111	103,568	27,456	625,087	621,407	(3,680)	1,242,814
OASDI/Medicare/Alternative, certificated positions	10,550	-	(10,550)	15,141	-	(15,141)	-
Medicare certificated positions	9,380	8,992	(387)	55,999	53,955	(2,045)	107,909
Health and Welfare Benefits, certificated positions	24,250	43,750	19,500	123,963	262,500	138,537	525,000
State Unemployment Insurance, certificated positions	(3,053)	2,573	5,625	27,603	15,435	(12,168)	51,450
Workers' Compensation Insurance, certificated positions	1,296	8,682	7,386	16,300	52,094	35,794	104,188
Other Benefits, certificated positions	-	-	-	(0)	-	0	-
Total Benefits	118,535	167,565	49,030	864,092	1,005,390	141,298	2,031,361
Books & Supplies							
Textbooks and Core Curricula Materials	-	-	-	-	309,653	309,653	309,653
Books and Other Reference Materials	-	-	-	-	516,088	516,088	516,088
School Supplies	147,734	64,632	(83,102)	882,228	387,794	(494,434)	1,292,646
Software	9,421	64,511	55,090	43,616	387,066	343,450	774,131
Office Expense	2,349	4,167	1,818	23,699	25,000	1,301	50,000
Business Meals	-	167	167	309	1,000	692	2,000
Noncapitalized Equipment	5	59,157	59,152	31,580	354,942	323,362	1,183,141
Total Books & Supplies	159,509	192,634	33,125	981,431	1,981,542	1,000,111	4,127,659
Subagreement Services							
Special Education	38,970	51,609	12,639	197,867	309,653	111,786	619,305
Other Educational Consultants	479,338	73,866	(405,472)	1,352,140	443,193	(908,947)	1,477,310
Instructional Services	245,802	66,752	(179,050)	1,474,817	1,035,738	(439,079)	2,597,846
Total Subagreement Services	764,109	192,226	(571,883)	3,024,823	1,788,583	(1,236,240)	4,694,461



# The Cottonwood School

## Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel Expense	397	4,301	3,904	5,790	25,804	20,015	51,609
Dues & Memberships	-	860	860	750	5,161	4,411	10,322
Insurance	3,001	8,773	5,773	9,482	52,641	43,159	105,282
Utilities	-	860	860	-	5,161	5,161	10,322
Janitorial/Trash Removal	1,850	344	(1,506)	6,700	2,064	(4,636)	4,129
Communications	-	3,441	3,441	-	20,643	20,643	41,287
Postage and Shipping	-	2,752	2,752	107	16,515	16,408	33,030
Total Operations & Housekeeping	5,247	21,332	16,084	22,828	127,990	105,161	255,980
Facilities, Repairs & Other Leases							
Rent	23,335	55,000	31,665	140,000	330,000	190,000	660,000
Equipment Leases	175	-	(175)	327	-	(327)	-
Other Leases	5,500	-	(5,500)	8,130	-	(8,130)	-
Repairs and Maintenance	250	3,441	3,191	10,456	20,643	10,188	41,287
Total Facilities, Repairs & Other Leases	29,260	58,441	29,180	158,913	350,643	191,730	701,287
Professional/Consulting Services							
IT	-	3,441	3,441	663	20,643	19,981	41,287
Audit and Tax	-	5,000	5,000	-	15,000	15,000	15,000
Legal	889	2,917	2,028	10,680	17,500	6,820	35,000
Professional Development	294	4,000	3,706	654	24,000	23,346	48,000
General Consulting	17,732	1,720	(16,011)	86,904	10,322	(76,582)	20,643
Special Activities	3,697	18,466	14,770	82,745	110,798	28,054	369,328
Bank Charges	-	516	516	1,889	3,097	1,208	6,193
Printing	-	688	688	77	4,129	4,052	8,257
Other Taxes and Fees	20	516	496	625	3,097	2,472	6,193
Management Fee	74,810	20,316	(54,494)	448,858	315,225	(133,633)	790,649
District Oversight Fee	-	14,848	14,848	-	254,160	254,160	633,001
Public Relations	-	-	-	1,374	-	(1,374)	-
Total Professional/Consulting Services	97,441	72,429	(25,013)	634,467	777,970	143,503	1,973,551
Depreciation							
Depreciation Expense	1,261	-	(1,261)	6,303	-	(6,303)	-
Total Depreciation	1,261	-	(1,261)	6,303	-	(6,303)	-
Interest							
Interest Expense	106,717	28,000	(78,717)	311,570	56,000	(255,570)	280,000
Total Interest	106,717	28,000	(78,717)	311,570	56,000	(255,570)	280,000
Total Expenses	2,072,549	1,352,793	(719,757)	9,986,778	9,809,119	(177,659)	21,506,299
Change in Net Assets	(1,915,256)	(772,339)	(1,142,918)	(7,155,465)	(802,704)	(6,352,762)	1,083,669
Net Assets, Beginning of Period	(5,240,209)			-			
Net Assets, End of Period	<u>\$ (7,155,465)</u>			<u>\$ (7,155,465)</u>			

**The Cottonwood School****Statement of Financial Position****December 31, 2019**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 514,991	\$ -	\$ 514,991	0%
Factored Receivable	(7,489,400)	-	(7,489,400)	0%
Due to/from Related Parties	(53,251)	-	(53,251)	0%
Prepaid Expenses	329,206	-	329,206	0%
Total Current Assets	(6,698,454)	-	(6,698,454)	0%
Long-Term Assets				
Property & Equipment, Net	296,222	-	296,222	0%
Total Long-Term Assets	296,222	-	296,222	0%
Total Assets	<u>\$ (6,402,232)</u>	<u>\$ -</u>	<u>\$ (6,402,232)</u>	0%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 100,271	\$ -	\$ 100,271	0%
Accrued Liabilities	652,963	-	652,963	0%
Total Current Liabilities	753,234	-	753,234	0%
Total Liabilities	753,234	-	753,234	0%
Net Assets	(7,155,465)	-	(7,155,465)	0%
Total Liabilities & Net Assets	<u>\$ (6,402,232)</u>	<u>\$ -</u>	<u>\$ (6,402,232)</u>	0%

## The Cottonwood School

### Statement of Cash Flows

For the period ended December 31, 2019

	Month Ended 12/31/2019	YTD Ended 12/31/2019
Cash Flow from Operating Activities		
Changes in Net Assets:	\$ (1,915,256)	\$ (7,155,465)
Adjustments to reconcile change in net assets to cash flows from operating activities		
Depreciation	(1,261)	(6,303)
Decrease / (Increase) in Operating Assets:		
Grants, Contributions & Pledges Receivable	2,345,600	7,489,400
Due to/from Related Parties	(1,694,330)	53,251
Prepaid Expenses	(297,277)	(329,206)
(Decrease) / Increase in Operating Liabilities		
Accounts Payable	(100,969)	100,271
Accrued Expenses	79,871	652,963
Total Cash Flow from Operating Activities	<u>331,634</u>	<u>7,960,376</u>
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	(302,525)
Total Cash Flows from Investing Activities	<u>-</u>	<u>(302,525)</u>
Change in Cash & Cash Equivalents	(1,581,102)	514,991
Cash & Cash Equivalents, Beginning of Period	2,096,092	-
<b>Cash &amp; Cash Equivalents, End of Period</b>	<b><u>\$ 514,991</u></b>	<b><u>\$ 514,991</u></b>

# The Cottonwood School

## Check Register

For the Period ended December 31, 2019

Check Number	Vendor Name	Check Date	Check Amount
11308	Secretary of State	12/4/2019	\$ 20.00
11309	A Brighter Child, Inc	12/5/2019	2,603.14
11310	Absolute Mathematics	12/5/2019	1,493.36
11311	Activities for Learning Inc.	12/5/2019	141.63
11312	Alina Ilchuk	12/5/2019	350.00
11313	All About Learning Press, Inc.	12/5/2019	305.69
11314	All Star Gymnastics	12/5/2019	510.00
11315	Alona Kravchuk	12/5/2019	550.00
11316	Amador County Recreation Agency	12/5/2019	200.00
11317	Amy Walters	12/5/2019	297.50
11318	Andrea Horne	12/5/2019	2,065.00
11319	Arthur Murray Dance Center	12/5/2019	675.00
11320	Beautiful Feet Books, Inc.	12/5/2019	950.79
11321	Becker Academy Of Guitar	12/5/2019	300.00
11322	VOID	12/5/2019	VOID
11323	BookShark	12/5/2019	11,959.16
11324	Budget Rent A Car Systems, Inc.	12/5/2019	191.73
11325	Capital Thunder Youth Hockey Organization	12/5/2019	1,125.00
11326	Carol Ng	12/5/2019	180.00
11327	Cindy Garcia	12/5/2019	380.96
11328	Cindy Judy	12/5/2019	180.00
11329	Cole Shelton	12/5/2019	260.00
11330	Corban Learning Center	12/5/2019	1,500.00
11331	Corrinne Carrabello	12/5/2019	131.25
11332	Dragonfire Farm	12/5/2019	400.00
11333	eDynamic Learning	12/5/2019	VOID
11334	EMH Sports USA, Inc.	12/5/2019	1,126.25
11335	Empire Gymnastics Center	12/5/2019	130.00
11336	Extreme Gymnastics	12/5/2019	1,544.00
11337	Fusion Elite Performance Training Center	12/5/2019	1,540.00
11338	Global Teletherapy	12/5/2019	36,964.96
11339	Growing Healthy Children Therapy Services, Inc.	12/5/2019	4,916.00
11340	Home Science Tools	12/5/2019	472.75
11341	Houghton Mifflin Harcourt Publishing Co.	12/5/2019	191.45
11342	Image IV Systems	12/5/2019	151.99
11343	Independent Study HQ	12/5/2019	1,400.00
11344	Institute for Excellence in Writing	12/5/2019	58.80
11345	Irina Samarina	12/5/2019	550.00
11346	Isaac Tennis	12/5/2019	225.00
11347	Jabbergym	12/5/2019	4,730.00

11348	Jane Johnson Speech Therapy	12/5/2019	500.00
11349	Jun Huang	12/5/2019	360.00
11350	K3 Syncopation, LLC	12/5/2019	1,564.60
11351	Kalmykov Tatyana	12/5/2019	695.00
11352	Katherine Frame-Coleman	12/5/2019	922.30
11353	Katie Burns	12/5/2019	16,351.20
11354	VOID	12/5/2019	VOID
11355	KiwiCo, Inc	12/5/2019	4,757.55
11356	Kovar's Satori Academy	12/5/2019	170.00
11357	Lakeshore	12/5/2019	294.79
11358	LEGO Education	12/5/2019	228.39
11359	Lighthouse Therapy LLC	12/5/2019	136.00
11360	Logic of English	12/5/2019	332.59
11361	Lotus Educational Services, Inc.	12/5/2019	1,859.40
11362	Love of Learning	12/5/2019	27,805.00
11363	Makers XD	12/5/2019	3,200.00
11364	Margaret Ryan	12/5/2019	1,002.11
11365	VOID	12/5/2019	VOID
11366	VOID	12/5/2020	VOID
11367	Math-U-See Inc.	12/5/2019	7,317.00
11368	Matthew Hammond	12/5/2019	3,220.00
11369	Monique Estrada	12/5/2019	94.14
11370	Moving Beyond the Page	12/5/2019	5.51
11371	NewSongs Music	12/5/2019	397.00
11372	Ohana Virtual Therapy	12/5/2019	887.50
11373	On The GO Academy	12/5/2019	250.00
11374	Owlcrate Enterprises Inc	12/5/2019	419.76
11375	Pacific Institute of Music	12/5/2019	1,764.00
11376	Peace Hill Press, Inc. dba Well Trained Mind Press	12/5/2019	90.69
11377	PresenceLearning, Inc.	12/5/2019	664.20
11378	Pushpa	12/5/2019	805.00
11379	VOID	12/5/2019	VOID
11380	VOID	12/5/2020	VOID
11381	VOID	12/5/2021	VOID
11382	VOID	12/5/2022	VOID
11383	Rainbow Resource Center	12/5/2019	12,886.42
11384	Rodina Elite Gymnastics Academy	12/5/2019	829.41
11385	Sacramento Ballet Association	12/5/2019	931.75
11386	Sandy DiLeo	12/5/2019	600.00
11387	School Pathways, LLC	12/5/2019	7,534.88
11388	Singapore Math, Inc.	12/5/2019	256.34
11389	Slava Swim - Viacheslav Shyrshov	12/5/2019	950.00
11390	Speech Therapy Associates	12/5/2019	115.00
11391	Starfish Swimschool	12/5/2019	532.00
11392	Studies Weekly	12/5/2019	64.54
11393	Sunshine Swim and Fitness Center	12/5/2019	1,706.87
11394	Sweaty Shelly	12/5/2019	60.00

11395	Teacher Synergy, LLC	12/5/2019	71.13
11396	Teaching Textbooks	12/5/2019	232.88
11397	The Critical Thinking Co.	12/5/2019	129.92
11398	The Music Store	12/5/2019	1,140.81
11399	The Science of Life / April Brennan	12/5/2019	3,705.00
11400	Timberdoodle.com	12/5/2019	1,933.91
11401	Tricks Gymnastics, Dance & Swim	12/5/2019	156.00
11402	UFC Gym	12/5/2019	1,237.00
11403	Vista Child Therapy	12/5/2019	475.00
11404	Waza Brazilian Jiu Jitsu	12/5/2019	125.00
11405	Art of Problem Solving	12/5/2019	508.57
11406	Teaching Textbooks	12/6/2019	209.08
11407	Teacher Synergy, LLC	12/6/2019	23.80
11408	Amanda Meagher	12/9/2019	250.00
11409	Julisa Platte	12/9/2019	250.00
11410	Teresa Lyday Selby	12/9/2019	250.00
11411	Knicker Knob Stable	12/10/2019	2,395.00
11412	Susan Muse	12/10/2019	7,150.00
11413	CB Music	12/11/2019	6,072.45
11414	Ride to Walk, Inc	12/11/2019	500.00
11415	All About Learning Press, Inc.	12/11/2019	317.32
11416	Jennifer Androkitis	12/11/2019	11,280.00
11417	Ashley Arroyo	12/11/2019	210.00
11418	Auburn Area Recreation and Park District	12/11/2019	1,807.00
11419	Auburn Martial Arts Center	12/11/2019	1,102.00
11420	Beautiful Feet Books, Inc.	12/11/2019	334.47
11421	Big Little Ones, LLC	12/11/2019	479.10
11422	Blue Learning	12/11/2019	1,800.00
11423	Brave Writer LLC	12/11/2019	229.00
11424	A Brighter Child, Inc	12/11/2019	1,499.98
11425	Byers Gymnastics	12/11/2019	251.00
11426	Byers Gymnastics Center	12/11/2019	715.00
11427	Canvas & Keys	12/11/2019	1,076.79
11428	Cavallo Stables, LLC	12/11/2019	1,200.00
11429	Chehalem Reading Center	12/11/2019	500.00
11430	Erie Cicelski	12/11/2019	3,478.00
11431	The Curiosity Collective	12/11/2019	195.00
11432	Dance Elite All Stars	12/11/2019	801.00
11433	Sarah M. Darnell	12/11/2019	2,550.00
11434	Wendy DeRaud	12/11/2019	160.00
11435	Document Tracking Services	12/11/2019	1,003.01
11436	Educational Development Corporation	12/11/2019	22.08
11437	Educational Professionals of Central California LLC	12/11/2019	1,500.00
11438	EMH Sports USA, Inc.	12/11/2019	32.00
11439	Empire Gymnastics Center	12/11/2019	125.00
11440	Evan-Moor	12/11/2019	39.81
11441	Explorer Field Trips	12/11/2019	40.00

11442	Family Taekwondo Academy	12/11/2019	99.00
11443	Freedom Driving School	12/11/2019	320.00
11444	Galaxy Dance Arts, LLC	12/11/2019	253.00
11445	Global Wellness Concepts, Inc	12/11/2019	420.00
11446	GrammarFlip	12/11/2019	39.99
11447	Linda Green	12/11/2019	330.00
11448	Ryan Hansen	12/11/2019	97.00
11449	Hawkins School of Performing Arts	12/11/2019	381.68
11450	History Unboxed LLC	12/11/2019	726.70
11451	Mike Hogan	12/11/2019	50.00
11452	Jonathan Holowaty	12/11/2019	345.00
11453	Home Science Tools	12/11/2019	378.44
11454	Khaled Hussein	12/11/2019	1,440.00
11455	InnovCP	12/11/2019	310.00
11456	Institute for Excellence in Writing	12/11/2019	709.51
11457	Isaac Tennis	12/11/2019	175.00
11458	Johnson Ranch Sports Club	12/11/2019	224.00
11459	Kim Snow	12/11/2019	187.50
11460	KiwiCo, Inc	12/11/2019	3,256.81
11461	Kovar's, Inc.	12/11/2019	894.00
11462	VOID	12/11/2019	VOID
11463	Learning Without Tears	12/11/2019	1,073.73
11464	Regina Lott	12/11/2019	855.00
11465	McLaughlin Studios	12/11/2019	567.00
11466	MEL Science Ltd	12/11/2019	99.60
11467	Mixed Grappling Arts	12/11/2019	395.00
11468	Alec Monterrojas	12/11/2019	180.00
11469	Moore's Karate of Elk Grove, Inc.	12/11/2019	125.00
11470	Moving Beyond the Page	12/11/2019	1,219.86
11471	Mr. D Math	12/11/2019	197.00
11472	Natomas Music Square	12/11/2019	67.75
11473	The Northern California Swimstitute, Inc.	12/11/2019	1,160.00
11474	Oak Meadow Inc.	12/11/2019	365.00
11475	Outschool, Inc.	12/11/2019	519.00
11476	Pamelot a School of Dance	12/11/2019	1,314.00
11477	Olga Petrenko	12/11/2019	180.00
11478	Judy Phillips	12/11/2019	187.50
11479	Precision Dance Center	12/11/2019	384.00
11480	Rainbow Resource Center	12/11/2019	1,744.23
11481	R & D Educational Systems Inc	12/11/2019	1,125.00
11482	Irina Samarina	12/11/2019	200.00
11483	School of Rock Elk Grove	12/11/2019	488.00
11484	Sheri Joyce aka Well Read Fred Writing Classes	12/11/2019	120.00
11485	Olha Shevchyk	12/11/2019	120.00
11486	Singapore Math, Inc.	12/11/2019	48.27
11487	Skatetown	12/11/2019	440.00
11488	Alexandra Sokolov	12/11/2019	240.00

11489	Lisa Stewart	12/11/2019	685.00
11490	Jamar Sullivan	12/11/2019	3,600.00
11491	Teaching Textbooks	12/11/2019	193.70
11492	Teacher Synergy, LLC	12/11/2019	7.00
11493	Jenny Thompson	12/11/2019	450.00
11494	Timberdoodle.com	12/11/2019	156.76
11495	Tatyana Tirziu	12/11/2019	180.00
11496	Titan Brazilian Jiu Jitsu, LLC	12/11/2019	135.00
11497	Hafdis Traustadottir	12/11/2019	280.00
11498	Voice Academy, LLC	12/11/2019	40.00
11499	Waza Brazilian Jiu Jitsu	12/11/2019	129.00
11500	Heather Williams	12/11/2019	140.00
11501	Young Talents Music School	12/11/2019	985.00
11502	Monica Zarate	12/11/2019	560.00
11503	Academy Learning Centers	12/13/2019	12,354.50
11504	Carrie Morris	12/13/2019	4,285.00
11505	Knicker Knob Stable	12/13/2019	2,395.00
11506	CB Music	12/16/2019	4,184.50
11507	Kitty Titterington	12/16/2019	825.00
11508	Amanda Meagher	12/17/2019	250.00
11509	Julisa Platte	12/17/2019	250.00
11510	Teresa Lyday Selby	12/17/2019	250.00
11511	VOID	12/17/2019	VOID
11512	A Brighter Child, Inc	12/18/2019	3,982.58
11513	Absolute Mathematics	12/18/2019	1,350.36
11514	Activities for Learning Inc.	12/18/2019	230.45
11515	All About Learning Press, Inc.	12/18/2019	37.22
11516	Alona Kravchuk	12/18/2019	1,900.00
11517	Alysia Hansen	12/18/2019	965.00
11518	Amy Sachs	12/18/2019	272.00
11519	Amy Walters	12/18/2019	675.00
11520	Anne Becker	12/18/2019	900.00
11521	Arabic Language Education For Everyone, Inc	12/18/2019	230.00
11522	Aria's to the Pointe	12/18/2019	430.00
11523	Ashley Arroyo	12/18/2019	210.00
11524	Auburn Gymnastics Center	12/18/2019	1,060.00
11525	Bach To Rock	12/18/2019	342.00
11526	Bev Houston	12/18/2019	660.00
11527	Bitsbox	12/18/2019	290.55
11528	Blue Learning	12/18/2019	100.00
11529	Bob Sweat M.Ed.MAT, Tutoring	12/18/2019	1,249.18
11530	BookShark	12/18/2019	2,075.04
11531	Brandy Ruscica	12/18/2019	130.00
11532	Brave Writer LLC	12/18/2019	1,093.95
11533	Bridgeway Academy	12/18/2019	765.99
11534	BYU Independent Study	12/18/2019	819.00
11535	Carrie Morris	12/18/2019	750.00



11536	Cavallo Stables, LLC	12/18/2019	120.00
11537	CBC Equine Therapeutic Riding	12/18/2019	720.00
11538	Certified Languages International	12/18/2019	500.00
11539	Chris Poppelreiter	12/18/2019	375.00
11540	Citrus Heights Dance Academy	12/18/2019	1,048.00
11541	Communication Tools	12/18/2019	1,885.00
11542	Corey Oiler	12/18/2019	219.00
11543	DBL Enterprises, Inc. dba Allstars Driving School	12/18/2019	330.00
11544	Dexter Fong	12/18/2019	135.00
11545	Drivers Ed Direct	12/18/2019	39.00
11546	E-Therapy LLC	12/18/2019	143.75
11547	Eaton Interpreting Services, Inc.	12/18/2019	570.00
11548	Elisabeth Johnson	12/18/2019	1,968.00
11549	Elisse Tweet	12/18/2019	600.00
11550	EMH Sports USA, Inc.	12/18/2019	850.00
11551	Empire Gymnastics Center	12/18/2019	935.00
11552	Explorer Field Trips	12/18/2019	110.00
11553	Extreme Gymnastics	12/18/2019	645.00
11554	Flip 2 It Sports Center	12/18/2019	3,806.20
11555	Folsom Piano Academy	12/18/2019	226.00
11556	Free to Learn	12/18/2019	1,925.00
11557	Frieda Yang	12/18/2019	430.00
11558	Fusion Elite Performance Training Center	12/18/2019	1,240.00
11559	Galaxy Dance Arts, LLC	12/18/2019	315.00
11560	Gary Gubitx	12/18/2019	1,200.00
11561	GEA Enterprises Inc	12/18/2019	1,124.00
11562	Grace Hegy	12/18/2019	600.00
11563	Grade Power Learning, Elk Grove	12/18/2019	1,120.00
11564	Gwendolyn Burton	12/18/2019	360.00
11565	Haisen Haven, Inc dba Code Ninjas	12/18/2019	230.00
11566	Healing Pastures	12/18/2019	725.00
11567	Hear Say Speech and Language Services	12/18/2019	807.50
11568	Heather Williams	12/18/2019	140.00
11569	Helix Environmental Planning	12/18/2019	9,081.62
11570	Hillside Training Stables	12/18/2019	1,200.00
11571	Honest History Co	12/18/2019	42.04
11572	Hooked on Phonics	12/18/2019	315.36
11573	Image IV Systems	12/18/2019	175.13
11574	Imagine Music Instruction	12/18/2019	720.00
11575	Interpreters Unlimited, Inc.	12/18/2019	190.00
11576	James Rainwater	12/18/2019	271.00
11577	Jane Johnson Speech Therapy	12/18/2019	1,750.00
11578	VOID	12/18/2019	VOID
11579	VOID	12/18/2020	VOID
11580	Jennifer Steward	12/18/2019	3,893.28
11581	Joyfully Musical	12/18/2019	117.00
11582	K3 Syncopation, LLC	12/18/2019	182.00

11583	Karen Reed	12/18/2019	480.00
11584	KAST Academy of the Arts	12/18/2019	255.00
11585	KD Studios	12/18/2019	320.00
11586	Khaled Hussein	12/18/2019	240.00
11587	Kimberly Mordecai	12/18/2019	540.00
11588	KiwiCo, Inc	12/18/2019	1,391.30
11589	Kline Music	12/18/2019	347.85
11590	Kovar's Laguna	12/18/2019	636.00
11591	Kovar's Satori Academy	12/18/2019	169.00
11592	Kovar's Satori Academy - Carmichael	12/18/2019	975.00
11593	Kovar's Satori Academy of Martial Arts - Waterman	12/18/2019	1,488.00
11594	Kovars Martial Arts	12/18/2019	344.00
11595	Kovars Martial Arts-Roseville	12/18/2019	636.00
11596	Kristine A Cordell	12/18/2019	6,083.00
11597	Lafitte Music Center	12/18/2019	463.00
11598	Lakeshore	12/18/2019	315.45
11599	Learn Piano Live	12/18/2019	264.35
11600	Leighton Dance Project	12/18/2019	1,358.00
11601	Let's Talk Speech Therapy, Inc	12/18/2019	500.00
11602	Lighthouse Therapy LLC	12/18/2019	140.25
11603	Lisa Stewart	12/18/2019	525.00
11604	Little Passports	12/18/2019	1,047.35
11605	Live Music Tutor	12/18/2019	900.00
11606	Lola Sadikova	12/18/2019	1,723.00
11607	Lotus Educational Services, Inc.	12/18/2019	1,455.30
11608	Love of Learning	12/18/2019	640.00
11609	Makers XD	12/18/2019	2,150.00
11610	Manners Writing Services	12/18/2019	800.00
11611	Mary Longacre	12/18/2019	246.00
11612	Mary Preston	12/18/2019	930.00
11613	Math-U-See Inc.	12/18/2019	602.00
11614	Matthew Hammond	12/18/2019	1,750.00
11615	McColgan & Assocaites INC	12/18/2019	1,894.75
11616	MEL Science Ltd	12/18/2019	774.90
11617	Miriana Cota	12/18/2019	1,500.00
11618	Moving Beyond the Page	12/18/2019	2,357.07
11619	Mystery Science Inc.	12/18/2019	49.00
11620	Nancy Barcal	12/18/2019	1,595.00
11621	Natomas Music Square	12/18/2019	373.75
11622	NCDC	12/18/2019	2,885.00
11623	NewSongs Music	12/18/2019	952.00
11624	Oak Hills Church	12/18/2019	4,050.00
11625	Oak Meadow Inc.	12/18/2019	305.00
11626	Ohana Virtual Therapy	12/18/2019	425.00
11627	Olga Petrenko	12/18/2019	675.00
11628	Olha Shevchyk	12/18/2019	120.00
11629	On The GO Academy	12/18/2019	1,725.00

11630	Outschool, Inc.	12/18/2019	505.00
11631	Ovations Dance Studio	12/18/2019	150.00
11632	Owings Martial Arts	12/18/2019	300.00
11633	Rainbow Resource Center	12/18/2019	969.57
11634	Reading with TLC	12/18/2019	196.86
11635	Rocklin Education Enterprise	12/18/2019	590.00
11636	Rooted in Language	12/18/2019	99.00
11637	Rose Oates	12/18/2019	1,128.00
11638	Roseville Academy Center	12/18/2019	1,080.00
11639	Roseville Community School	12/18/2019	60.00
11640	Roseville Theatre Arts Academy	12/18/2019	235.00
11641	Ryan Hansen	12/18/2019	120.00
11642	Sara Pieschl	12/18/2019	3,500.00
11643	Sea Otter Swim Lessons	12/18/2019	2,782.90
11644	Shauna Frost	12/18/2019	660.00
11645	Showtime Equestrian	12/18/2019	315.00
11646	Singapore Math, Inc.	12/18/2019	59.28
11647	Spotlight Music Lessons	12/18/2019	620.00
11648	Staples	12/18/2019	422.94
11649	Stephanie Morris	12/18/2019	163.00
11650	Steve Wallen Swim School	12/18/2019	540.00
11651	Steve Wallen Swim School Roseville	12/18/2019	500.00
11652	Studies Weekly	12/18/2019	386.94
11653	Studio 65 Dance Company	12/18/2019	1,370.00
11654	Studio B	12/18/2019	314.00
11655	Sunshine Swim and Fitness Center	12/18/2019	1,779.00
11656	Tatyana Tirziu	12/18/2019	675.00
11657	Teacher Synergy, LLC	12/18/2019	19.50
11658	Teaching Textbooks	12/18/2019	547.97
11659	The Curious Brush	12/18/2019	125.00
11660	The Lampo Group, LLC	12/18/2019	131.99
11661	The Music Store	12/18/2019	210.00
11662	Therapeutic Language Clinic, Inc.	12/18/2019	660.00
11663	Think Outside, LLC	12/18/2019	441.35
11664	Timberdoodle.com	12/18/2019	1,495.69
11665	Time4Writing.com	12/18/2019	476.00
11666	Tinkering Toddler Crates	12/18/2019	185.01
11667	TLC Stables Inc.	12/18/2019	1,740.00
11668	Todd Weber Guitar Lessons	12/18/2019	120.00
11669	Tolij's Guitar	12/18/2019	1,480.00
11670	Tracy Ternes	12/18/2019	600.00
11671	Tricks Gymnastics, Dance & Swim	12/18/2019	193.60
11672	Vadim Geletyuk	12/18/2019	175.00
11673	Vista Child Therapy	12/18/2019	190.00
11674	VocabularySpellingCity	12/18/2019	34.95
11675	Waza Brazilian Jiu Jitsu	12/18/2019	593.00
11676	West Point Driving School	12/18/2019	380.00

11677	Youth Basketball Academy	12/18/2019	999.00
11678	Makers XD	12/18/2019	450.00
11679	Manuel Granados	12/20/2019	250.00
11680	James Daniel MacKinnon	12/20/2019	1,850.00
11681	4EEE	12/26/2019	5,402.50
11682	VOID	12/26/2019	VOID
11683	A Brighter Child, Inc	12/26/2019	6,708.27
11684	Absolute Mathematics	12/26/2019	400.00
11685	Activities for Learning Inc.	12/26/2019	203.81
11686	Aleesha Disario	12/26/2019	95.00
11687	Alexandr Popov	12/26/2019	3,300.00
11688	Alexandra Sokolov	12/26/2019	300.00
11689	Alina Ilchuk	12/26/2019	350.00
11690	Alisher Sodikov	12/26/2019	515.00
11691	All About Learning Press, Inc.	12/26/2019	1,601.21
11692	AllGood Driving School, Inc	12/26/2019	110.00
11693	Alpha Fired Arts	12/26/2019	199.56
11694	Alysia Hansen	12/26/2019	108.75
11695	Amador County Recreation Agency	12/26/2019	100.00
11696	Amy Sachs	12/26/2019	500.00
11697	Amy Walters	12/26/2019	927.50
11698	Andrea Horne	12/26/2019	1,180.00
11699	Andy Morin Sports Complex	12/26/2019	100.00
11700	Angelina Minova Tennis	12/26/2019	570.00
11701	Anne Becker	12/26/2019	360.00
11702	AP Homeschoolers Inc	12/26/2019	3,257.50
11703	Ashley Arroyo	12/26/2019	250.00
11704	Assiya Kistanova	12/26/2019	1,320.00
11705	Asten Fallavollita	12/26/2019	2,132.00
11706	Aubra Duffy	12/26/2019	120.00
11707	Auburn Martial Arts Center	12/26/2019	278.00
11708	Beautiful Feet Books, Inc.	12/26/2019	809.10
11709	Becker Academy Of Guitar	12/26/2019	750.00
11710	Bennati's Martial Arts	12/26/2019	749.00
11711	Bitsbox	12/26/2019	349.40
11712	Blue Learning	12/26/2019	100.00
11713	Bob Sweat M.Ed.MAT, Tutoring	12/26/2019	50.00
11714	BookShark	12/26/2019	358.96
11715	Brandy Ruscica	12/26/2019	690.00
11716	Bree Villanueva	12/26/2019	275.00
11717	Byers Gymnastics	12/26/2019	1,068.00
11718	BYU Independent Study	12/26/2019	432.00
11719	Canvas & Keys	12/26/2019	100.00
11720	CBC Equine Therapeutic Riding	12/26/2019	795.00
11721	Chehalem Reading Center	12/26/2019	650.00
11722	Chris Poppelreiter	12/26/2019	168.25
11723	Cindy Judy	12/26/2019	225.00

11724	City of Folsom	12/26/2019	100.00
11725	City of Folsom	12/26/2019	347.00
11726	Communication Tools	12/26/2019	145.00
11727	Comprehensive Autism Related Education (CARE) Inc.	12/26/2019	75.00
11728	Corban Learning Center	12/26/2019	750.00
11729	Corrinne Carrabello	12/26/2019	550.00
11730	CrossFit APS	12/26/2019	350.00
11731	CrossFit Roseville	12/26/2019	810.00
11732	Cynthia Vaccaro	12/26/2019	1,303.00
11733	Dareth Luna	12/26/2019	135.00
11734	Dawn Batti	12/26/2019	600.00
11735	Day by Day Spanish	12/26/2019	300.00
11736	DBL Enterprises, Inc. dba Allstars Driving School	12/26/2019	930.00
11737	Dean Perkins	12/26/2019	450.00
11738	Debra Heiden	12/26/2019	1,080.00
11739	DNA Dance Collective	12/26/2019	714.20
11740	Dolphin Swim School	12/26/2019	2,584.00
11741	Dragonfire Farm	12/26/2019	400.00
11742	Dreanne S Broadway	12/26/2019	1,125.00
11743	Eaton Interpreting Services, Inc.	12/26/2019	3,453.75
11744	EDMC	12/26/2019	140.00
11745	Educational Development Corporation	12/26/2019	207.57
11746	eDynamic Learning	12/26/2019	85.00
11747	Elemental Science	12/26/2019	184.28
11748	eLuma LLC	12/26/2019	1,311.50
11749	EMH Sports USA, Inc.	12/26/2019	70.00
11750	Emily Layher	12/26/2019	2,656.95
11751	Empire Gymnastics Center	12/26/2019	450.00
11752	Esther Judson	12/26/2019	900.00
11753	Evan-Moor	12/26/2019	729.72
11754	Evitta Gantt	12/26/2019	1,370.00
11755	Extreme Gymnastics	12/26/2019	1,599.00
11756	Fairytale Town	12/26/2019	1,370.00
11757	Family Taekwondo Academy	12/26/2019	99.00
11758	First Choice Tutoring	12/26/2019	2,054.00
11759	Flip 2 It Sports Center	12/26/2019	3,653.60
11760	Fliptastic	12/26/2019	1,982.00
11761	Foothills Church	12/26/2019	1,350.00
11762	Free Flow Academy Inc.	12/26/2019	2,185.00
11763	Free to Learn	12/26/2019	2,975.00
11764	Freedom Driving School	12/26/2019	640.00
11765	Frieda Yang	12/26/2019	450.00
11766	Galaxy Dance Arts, LLC	12/26/2019	170.00
11767	Gary Gubit	12/26/2019	900.00
11768	Global Wellness Concepts, Inc	12/26/2019	450.00
11769	Golden State School Services	12/26/2019	475.00
11770	Granite Arch Climbing Center	12/26/2019	1,800.00

11771	Growing Healthy Children Therapy Services, Inc.	12/26/2019	4,391.50
11772	Hafdis Traustadottir	12/26/2019	140.00
11773	Hawkins School of Performing Arts	12/26/2019	2,363.02
11774	Heather Williams	12/26/2019	1,175.00
11775	Hillside Training Stables	12/26/2019	650.00
11776	History Unboxed LLC	12/26/2019	430.15
11777	Holly Dees	12/26/2019	456.33
11778	Home Science Tools	12/26/2019	362.08
11779	Homeschool Spanish Academy	12/26/2019	548.00
11780	Houghton Mifflin Harcourt Publishing Co.	12/26/2019	415.83
11781	HTP Services, Inc	12/26/2019	2,464.00
11782	Imagine Music Instruction	12/26/2019	390.00
11783	Inspire Learning Academy	12/26/2019	2,870.00
11784	Institute for Excellence in Writing	12/26/2019	44.32
11785	Interpreters Unlimited, Inc.	12/26/2019	380.00
11786	Jabbergym	12/26/2019	3,492.50
11787	JackKris Publishing, LLC	12/26/2019	123.81
11788	Jamielynn Richey	12/26/2019	2,100.00
11789	Jan Turton's Music	12/26/2019	1,075.00
11790	Jane Johnson Speech Therapy	12/26/2019	880.00
11791	VOID	12/26/2019	VOID
11792	VOID	12/26/2020	VOID
11793	Jennifer Steward	12/26/2019	8,441.63
11794	Jenny Thompson	12/26/2019	250.00
11795	JJ Music Lessons	12/26/2019	540.00
11796	Jonathan Holowaty	12/26/2019	725.00
11797	Judy Phillips	12/26/2019	150.00
11798	K3 Syncopation, LLC	12/26/2019	552.00
11799	Kalmykov Tatyana	12/26/2019	520.00
11800	Kathleen Van Der Linden	12/26/2019	560.00
11801	Kathy Marmer	12/26/2019	1,301.00
11802	Kids Club Martial Arts	12/26/2019	900.00
11803	Kim Snow	12/26/2019	312.50
11804	Kitchen Kid, LLC	12/26/2019	3,562.04
11805	Kitty Titterington	12/26/2019	215.00
11806	KiwiCo, Inc	12/26/2019	3,721.84
11807	Kline Music	12/26/2019	217.49
11808	Kovar's Satori Academy of Martial Arts - Waterman	12/26/2019	664.00
11809	Kovar's, Inc.	12/26/2019	318.00
11810	Kovars Martial Arts	12/26/2019	344.00
11811	Kristine A Cordell	12/26/2019	3,805.00
11812	Kumon Math and Reading	12/26/2019	420.00
11813	Lab Rat Academy	12/26/2019	557.00
11814	Lafitte Music Center	12/26/2019	399.25
11815	VOID	12/26/2019	VOID
11816	Lakeshore	12/26/2019	5,186.25
11817	Laura Ashmun	12/26/2019	1,975.00

11818	Laura Hauge	12/26/2019	240.00
11819	LBF Learning LLC, dba Code Ninjas	12/26/2019	571.00
11820	Learn Piano Live	12/26/2019	149.00
11821	Learn Piano Live	12/26/2019	840.00
11822	Learn Piano Live	12/26/2019	119.70
11823	Learning Without Tears	12/26/2019	109.31
11824	Leighton Dance Project	12/26/2019	469.13
11825	Linae Calkovsky	12/26/2019	590.00
11826	Linda Henry	12/26/2019	700.00
11827	Lisa Hindmarsh	12/26/2019	148.00
11828	Little Passports	12/26/2019	662.39
11829	Live Oak Waldorf School	12/26/2019	225.00
11830	Lola Sadikova	12/26/2019	530.00
11831	Love of Learning	12/26/2019	48,702.00
11832	Math-U-See Inc.	12/26/2019	1,541.00
11833	Mathnasium, The Math Learning Center	12/26/2019	600.00
11834	McColgan & Associates INC	12/26/2019	1,145.50
11835	MEL Science Ltd	12/26/2019	973.70
11836	Mike Hogan	12/26/2019	50.00
11837	Minds on Education	12/26/2019	858.57
11838	Miriana Cota	12/26/2019	1,470.00
11839	Monica Zarate	12/26/2019	780.00
11840	Moore's Karate of Elk Grove, Inc.	12/26/2019	700.00
11841	Moving Beyond the Page	12/26/2019	26.32
11842	MoxieBox Art, Inc	12/26/2019	268.30
11843	Music Lab Rocklin	12/26/2019	930.00
11844	Music To Grow On, Music Therapy Services, INC	12/26/2019	180.00
11845	VOID	12/26/2019	VOID
11846	Musical Mayhem Productions, Inc.	12/26/2019	7,549.75
11847	Mystery Science Inc.	12/26/2019	69.00
11848	Nataliia Matveieva	12/26/2019	2,070.00
11849	Natomas Homeschool Alliance	12/26/2019	465.00
11850	Natomas Music Square	12/26/2019	384.00
11851	NCDC	12/26/2019	2,162.00
11852	NorCal Driving School	12/26/2019	9.99
11853	Northern California Children's Chorus	12/26/2019	645.50
11854	Oak Meadow Inc.	12/26/2019	520.00
11855	Ohana Virtual Therapy	12/26/2019	590.00
11856	Olga Shabanov	12/26/2019	420.00
11857	On The GO Academy	12/26/2019	600.00
11858	One Eleven Studios	12/26/2019	100.00
11859	Outschool, Inc.	12/26/2019	295.00
11860	Ovations Dance Studio	12/26/2019	225.00
11861	OVparks	12/26/2019	114.00
11862	Owings Martial Arts	12/26/2019	262.50
11863	Pacific Institute of Music	12/26/2019	738.00
11864	Patricia Palley	12/26/2019	730.00

11865	Play-Well TEKnologies	12/26/2019	874.00
11866	Precision Dance Center	12/26/2019	183.60
11867	PresenceLearning, Inc.	12/26/2019	669.81
11868	R & D Educational Systems Inc	12/26/2019	1,275.00
11869	Rachael's Tutoring	12/26/2019	120.00
11870	Rachel Eldridge	12/26/2019	270.00
11871	VOID	12/26/2019	VOID
11872	Rainbow Resource Center	12/26/2019	4,106.70
11873	Regina Lott	12/26/2019	1,395.00
11874	Ride to Walk, Inc	12/26/2019	250.00
11875	Rivora LLC	12/26/2019	40.00
11876	Robert Brekke	12/26/2019	1,080.00
11877	Rocklin Academy of Dance	12/26/2019	750.00
11878	Roseville Community School	12/26/2019	765.00
11879	Ruth Buller	12/26/2019	240.00
11880	Ryan Hansen	12/26/2019	640.00
11881	Sacramento Ballet Association	12/26/2019	962.00
11882	Sacramento Saber Fencing LLC	12/26/2019	900.00
11883	Sarah McFadyen	12/26/2019	290.00
11884	Sea Otter Swim Lessons	12/26/2019	168.90
11885	Sergio Perez	12/26/2019	350.00
11886	Shane Cammell	12/26/2019	100.00
11887	Shannon Draper's Music Studio	12/26/2019	441.00
11888	Sheri Joyce aka Well Read Fred Writing Classes	12/26/2019	120.00
11889	Sheri Weist	12/26/2019	1,170.00
11890	Shooting Stars Tutoring	12/26/2019	2,850.00
11891	Singapore Math, Inc.	12/26/2019	443.17
11892	Skatetown	12/26/2019	1,245.00
11893	Slava Swim - Viacheslav Shyrshov	12/26/2019	1,610.00
11894	Space 4 Art Jam	12/26/2019	220.00
11895	Speech Therapy Associates	12/26/2019	75.00
11896	Staples	12/26/2019	476.61
11897	Stephanie Morris	12/26/2019	630.00
11898	Stephanie Strong	12/26/2019	80.00
11899	Stephens Advantage	12/26/2019	200.00
11900	Strikes Unlimited	12/26/2019	468.00
11901	Studies Weekly	12/26/2019	64.39
11902	Studio 24	12/26/2019	185.00
11903	Studio 65 Dance Company	12/26/2019	1,940.00
11904	Studio B	12/26/2019	628.00
11905	Sunrise Recreation & Park District	12/26/2019	610.00
11906	Sweaty Shelly	12/26/2019	60.00
11907	Tabasom Naderi	12/26/2019	320.00
11908	Tamraloo Music	12/26/2019	10,165.54
11909	Teacher Synergy, LLC	12/26/2019	407.51
11910	Teaching Textbooks	12/26/2019	134.16
11911	Technique Gymnastics	12/26/2019	141.00



11912	The Curiosity Collective	12/26/2019	1,047.50
11913	The Curious Brush	12/26/2019	120.00
11914	The Northern California Swimstitute, Inc.	12/26/2019	800.00
11915	The Spanish Immersion Program	12/26/2019	200.00
11916	The STUDIO Martial Arts and Fitness	12/26/2019	1,440.00
11917	Therapeutic Language Clinic, Inc.	12/26/2019	1,100.00
11918	Timberdoodle.com	12/26/2019	311.15
11919	Time4Writing.com	12/26/2019	119.00
11920	Tinker's Coin Productions	12/26/2019	135.00
11921	Todd Weber Guitar Lessons	12/26/2019	240.00
11922	Tracy Ternes	12/26/2019	240.00
11923	Tricks Gymnastics - Granite Bay	12/26/2019	1,171.20
11924	Tricks Gymnastics - Sacramento	12/26/2019	1,146.45
11925	Tricks Gymnastics, Dance & Swim	12/26/2019	698.45
11926	Upstage Productions, Inc.	12/26/2019	1,601.91
11927	Urban Arts Youth	12/26/2019	365.00
11928	Walton Academy	12/26/2019	250.00
11929	Waza Brazilian Jiu Jitsu	12/26/2019	361.00
11930	Well-Trained Mind Academy	12/26/2019	349.50
11931	West Point Driving School	12/26/2019	760.00
11932	Wholistic Learning Resources	12/26/2019	1,595.00
11933	Yeager Educational Services	12/26/2019	130.00
11934	Young Music, LLC	12/26/2019	345.99
11935	Yuko Ray	12/26/2019	335.00
11936	Zaner-Bloser, Inc.	12/26/2019	<u>506.80</u>

**Total Disbursements Issued in December    \$    727,245.48**

## The Cottonwood School

### Accounts Payable Aging

December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Sacramento Spark	081	12/17/2019	12/17/2019	\$ -	\$ 900	\$ -	\$ -	\$ -	\$ 900
Shirlee Rickman	1014-AC	10/14/2019	11/13/2019	-	-	190	-	-	190
Shirlee Rickman	1014-BC	10/14/2019	11/13/2019	-	-	190	-	-	190
Shirlee Rickman	1014-JC	10/14/2019	11/13/2019	-	-	190	-	-	190
Shirlee Rickman	1014-JC2	10/14/2019	11/13/2019	-	-	190	-	-	190
Hawkins School of Performing Arts	10205	12/4/2019	1/3/2020	414	-	-	-	-	414
Hawkins School of Performing Arts	10206	12/4/2019	1/3/2020	414	-	-	-	-	414
Outschool, Inc.	10708	12/16/2019	1/15/2020	170	-	-	-	-	170
McGraw-Hill School Education Holdings, LLC	110549720001	10/16/2019	10/16/2019	-	-	-	(2,207)	-	(2,207)
Sea Otter Swim Lessons	113	12/2/2019	1/1/2020	939	-	-	-	-	939
McLaughlin Studios	116	12/16/2019	1/15/2020	735	-	-	-	-	735
Extreme Gymnastics	121719	12/17/2019	1/16/2020	225	-	-	-	-	225
Extreme Gymnastics	1217192	12/17/2019	1/16/2020	420	-	-	-	-	420
Sheri Joyce aka Well Read Fred Writing Classes	122019	12/16/2019	1/15/2020	180	-	-	-	-	180
Extreme Gymnastics	125191	12/5/2019	1/4/2020	445	-	-	-	-	445
Hawkins School of Performing Arts	15000	12/4/2019	1/3/2020	678	-	-	-	-	678
Alexandra Sokolov	156	12/1/2019	12/31/2019	180	-	-	-	-	180
Fusion Elite Performance Training Center	161TCS	12/15/2019	1/14/2020	2,785	-	-	-	-	2,785
Sacramento Ballet Association	19-201300	12/18/2019	1/17/2020	240	-	-	-	-	240
Mary Longacre	1903	12/5/2019	1/4/2020	146	-	-	-	-	146
Musical Mayhem Productions, Inc.	1906	12/12/2019	1/11/2020	329	-	-	-	-	329
Musical Mayhem Productions, Inc.	1907	12/12/2019	1/11/2020	329	-	-	-	-	329
Learn Piano Live	191130	11/30/2019	12/30/2019	-	864	-	-	-	864
Extreme Gymnastics	19201	1/9/2020	2/8/2020	225	-	-	-	-	225
Miyagi Gymnastics Academy	2, 144	11/29/2019	12/29/2019	-	70	-	-	-	70
Jennifer Steward	2016	11/14/2019	12/14/2019	-	260	-	-	-	260
Inspire Learning Academy	2019 - FA68	11/21/2019	12/21/2019	-	3,945	-	-	-	3,945
Kovars Martial Arts-Roseville	20191216	12/16/2019	1/15/2020	374	-	-	-	-	374
Laura Ashmun	2019C-tcs-ics	12/20/2019	1/19/2020	1,495	-	-	-	-	1,495
Moving Beyond the Page	208620	11/18/2019	12/18/2019	-	31	-	-	-	31
Moving Beyond the Page	208791	11/23/2019	12/23/2019	-	15	-	-	-	15
Moving Beyond the Page	209233	12/17/2019	1/16/2020	54	-	-	-	-	54
Moving Beyond the Page	209242	12/17/2019	1/16/2020	9	-	-	-	-	9
Moving Beyond the Page	209251	12/17/2019	1/16/2020	9	-	-	-	-	9
Jennfier Androkitis	2155 LCYF19	12/20/2019	1/19/2020	4,570	-	-	-	-	4,570
Arabic Homeschool	2327	12/17/2019	1/16/2020	1,486	-	-	-	-	1,486
Judy Phillips	24BR 2019-2020	12/18/2019	1/17/2020	113	-	-	-	-	113
BookShark	30981165	12/11/2019	1/10/2020	54	-	-	-	-	54

## The Cottonwood School

### Accounts Payable Aging

December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
NewSongs Music	33021	12/7/2019	1/1/2020	119	-	-	-	-	119
NewSongs Music	33022	12/7/2019	1/1/2020	119	-	-	-	-	119
Alysia Hansen	35	12/9/2019	1/8/2020	740	-	-	-	-	740
Ryan Hansen	36	12/9/2019	1/8/2020	640	-	-	-	-	640
Activities for Learning Inc.	379330	12/18/2019	1/17/2020	49	-	-	-	-	49
McKeever School of Irish Dance	41	12/18/2019	1/17/2020	200	-	-	-	-	200
Merrilee McCain	48179-C004-TCS	11/19/2019	12/19/2019	-	150	-	-	-	150
Lakeshore	5019301219	12/10/2019	1/9/2020	90	-	-	-	-	90
Lakeshore	5052491219	12/10/2019	1/9/2020	115	-	-	-	-	115
A Brighter Child, Inc	52097	12/17/2019	1/16/2020	400	-	-	-	-	400
A Brighter Child, Inc	52110	12/17/2019	1/16/2020	178	-	-	-	-	178
A Brighter Child, Inc	52153	12/17/2019	1/16/2020	357	-	-	-	-	357
Live Oak Waldorf School	536121	12/18/2019	12/18/2019	-	155	-	-	-	155
Nunez Martial Arts Academy	537	12/18/2019	1/17/2020	750	-	-	-	-	750
Lakeshore	5402171219	12/12/2019	1/11/2020	104	-	-	-	-	104
Lakeshore	5404311219	12/12/2019	1/11/2020	633	-	-	-	-	633
Lakeshore	5404341219	12/12/2019	1/11/2020	289	-	-	-	-	289
Makers XD	551	11/30/2019	12/30/2019	-	150	-	-	-	150
Lisa Stewart	6	12/16/2019	1/15/2020	335	-	-	-	-	335
OVparks		12/17/2019	1/16/2020	279	-	-	-	-	279
School Pathways, LLC	63310	11/30/2019	12/30/2019	-	9,090	-	-	-	9,090
Folsom Piano Academy	63533	12/17/2019	1/16/2020	114	-	-	-	-	114
Folsom Piano Academy	63550	12/17/2019	1/16/2020	112	-	-	-	-	112
Mystery Science Inc.	65730	12/18/2019	1/17/2020	69	-	-	-	-	69
Mystery Science Inc.	65814	12/17/2019	1/16/2020	69	-	-	-	-	69
Procopio, Cory, Hargreaves & Savitch LLP	698312	11/29/2019	11/29/2019	-	-	889	-	-	889
Reading with TLC	7298	12/9/2019	1/8/2020	265	-	-	-	-	265
Dreanne S Broadway	8	12/15/2019	1/14/2020	825	-	-	-	-	825
Jackris Publishing, LLC	838	12/17/2019	1/16/2020	33	-	-	-	-	33
Home Science Tools	972356A	12/18/2019	2/16/2020	161	-	-	-	-	161
Absolute Mathematics	ABSM-(TCS)-222	12/17/2019	1/16/2020	40	-	-	-	-	40
Leighton Dance Project	B1119-1	12/17/2019	12/17/2019	-	280	-	-	-	280
Leighton Dance Project	B1219-1	12/17/2019	12/17/2019	-	600	-	-	-	600
Galaxy Dance Arts, LLC	CWS-JK-004-2019	12/5/2019	1/4/2020	145	-	-	-	-	145
Moria McAfee	CWS_121819	12/18/2019	1/18/2020	1,282	-	-	-	-	1,282
Play-Well TEKologies	DB19284	12/16/2019	1/15/2020	197	-	-	-	-	197
MEL Science Ltd	DC201912187	12/18/2019	1/17/2020	298	-	-	-	-	298
Technique Gymnastics	DECEMBER2019-CW	12/16/2019	1/15/2020	2,096	-	-	-	-	2,096

## The Cottonwood School

### Accounts Payable Aging

December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Lana Knyazev	DKor19DEC-2	12/10/2019	1/9/2020	180	-	-	-	-	180
Lana Knyazev	DKor19Nov -1	12/10/2019	1/9/2020	60	-	-	-	-	60
Empire Gymnastics Center	EGCCAR121736051	12/17/2019	12/17/2019	-	240	-	-	-	240
Empire Gymnastics Center	EGCKUE121766392	12/17/2019	12/17/2019	-	195	-	-	-	195
Empire Gymnastics Center	EGCNAM120954368	12/9/2019	12/9/2019	-	75	-	-	-	75
Empire Gymnastics Center	EGCTAY121742229	12/17/2019	12/17/2019	-	130	-	-	-	130
Eat at Joes Inc dba: Encore! Studio of Performing Arts	ENC0047	12/2/2019	1/1/2020	109	-	-	-	-	109
Robert Brekke	Fall-19-Ins.002	12/7/2019	12/7/2019	-	360	-	-	-	360
Robert Brekke	Fall-19-Ins.003	12/7/2019	12/7/2019	-	360	-	-	-	360
Robert Brekke	Fall-19-Ins.004	12/7/2019	12/7/2019	-	390	-	-	-	390
Auburn Gymnastics Center	H004	12/2/2019	1/1/2020	1,525	-	-	-	-	1,525
The Serendipity Center for Leadership and Learning	ICF2019	12/12/2019	1/11/2020	44,020	-	-	-	-	44,020
Bre Rice	INSTCSF191	12/17/2019	1/16/2020	4,788	-	-	-	-	4,788
Carin Waite	INV0107	12/17/2019	1/16/2020	560	-	-	-	-	560
Evan-Moor	INV262682	12/17/2019	1/16/2020	222	-	-	-	-	222
Amy Walters	JB12302019	12/17/2019	1/16/2020	105	-	-	-	-	105
Lana Knyazev	JKor19ND -2	12/10/2019	1/9/2020	240	-	-	-	-	240
MEL Science Ltd	MV2019120913	12/9/2019	1/8/2020	289	-	-	-	-	289
Olga Shabanov	TCS-03-Sukhin	12/16/2019	1/15/2020	1,675	-	-	-	-	1,675
Kovars, Inc - Waterman	WATDEC19SMITH	12/13/2019	1/12/2020	169	-	-	-	-	169
Kovars, Inc - Waterman	WATJANMAR20SMIT	12/9/2019	1/8/2020	507	-	-	-	-	507
Total Outstanding Payables				<u>\$ 82,569</u>	<u>\$ 18,260</u>	<u>\$ 1,649</u>	<u>\$ (2,207)</u>	<u>\$ -</u>	<u>\$ 100,271</u>

# **THE COTTONWOOD SCHOOL**

## **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for The Cottonwood School. This code shall take effect when approved by the El Dorado County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by The Cottonwood School, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of The Cottonwood School. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the El Dorado County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

## APPENDIX A

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/CEO	1, 2
Principal/Superintendent	1,2
Assistant Director(s)	3
Verification Specialists	3
Teachers	3
Regional Coordinators	3
Senior Director of Special Education	3
Regional Director of Special Education	3
Assistant Director of Special Education	3

The Principal or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **APPENDIX B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by The Cottonwood School.

#### **Category 2 Reporting:**

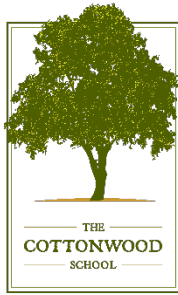
Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by The Cottonwood School.

#### **Category 3 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods and services to be utilized in the instruction of students.



# Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy

The Cottonwood School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race **or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, which includes, but is not limited to, such hairstyles as braids, locks and twists)**, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category. The Cottonwood School prohibits any such discrimination, harassment, intimidation, or bullying.

The purpose of The Cottonwood School Governing Board approving this Anti-Harassment/Discrimination/Intimidation/Bullying/Retaliation Policy is to accomplish the following:

1. Define Harassment, Discrimination, Intimidation, and Bullying
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation
8. Outline the Protection of Individuals with Immigration Status
9. Outline the Procedures for Notifying Parents of Their Children's Right to a Free Public Education, Regardless of Immigration Status or Religious Beliefs

## 1. Definitions:

- **Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student or staff member because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent. Examples of such conduct include, but are not limited to:



- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials or statements
- Graphic and written offensive or derogatory statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

- **Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:
  - Unwanted sexual advances
  - Offering educational benefits in exchange for sexual favors
  - Making or threatening reprisals after a negative response to sexual advances
  - Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
  - Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
  - Verbal sexual advances or propositions
  - Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
  - Physical conduct: Touching, assault, impeding or blocking movements
- **Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.
- **Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful

child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

- **Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.
2. **Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of The Cottonwood School to discriminate against, harass, intimidate or bully another student, teacher, administrator, other employee or anyone associated with The Cottonwood School through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to The Cottonwood School (e.g. an outside vendor, consultant or customer).
  3. **Where the Policy Applies:** Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.
  4. **Responsibility:** All The Cottonwood School employees have a responsibility for keeping our work environment free of discrimination, harassment, intimidation, and bullying.
  5. **Reporting:** The Cottonwood School encourages reporting of all perceived incidents of discrimination, harassment, intimidation, bullying, or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, The Cottonwood School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. The Cottonwood School recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. The Cottonwood School is serious about enforcing its policy against harassment; however, The Cottonwood School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to The Cottonwood School's attention so it can take whatever steps are necessary to correct the problems.
  6. **Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. The Cottonwood School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as The Cottonwood School believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Consequences for Retaliation:** Retaliation against an individual who has a complaint or has formally reported discrimination, harassment, intimidation, or bullying or has participated in an investigation of such a complaint is a serious violation of this policy and, like discrimination, harassment, intimidation, or retaliation itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.
8. **Immigration Status:** If the Charter School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;

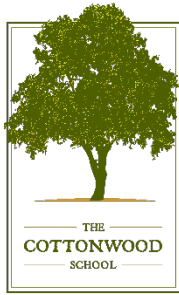
- Discuss bullying–prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

**9. Parental Notification:** Each year, the School shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the “Know Your Rights” immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

**10. Sexual Harassment Poster:** The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School’s written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

**11. Posting:** This policy shall be posted on the School’s internet website in a manner that is easily accessible to parents/guardians/students.



# Residency Policy

California law requires that certain residency requirements are established in order for a student to be enrolled in an independent study charter school for which average daily attendance may be claimed. California law requires that a student be a California resident and requires that the student is a resident of the county in which the apportionment claim is reported or of a county immediately adjacent to the county in which the apportionment claim is reported. [EC §§ 47612(b), 5147.3]

The purpose of The Cottonwood School Governing Board approving this Residency Policy is to accomplish the following:

1. Define Residency
2. Outline Residency for a Student on an Extended Vacation
3. Establish the Location Materials Will Be Mailed To
4. Outline the Procedures When a Student's Residency is in Question
5. Outline the Parent/Guardian/Education Rights Holder's Right Regarding Determination of Nonresidency
6. Outline the Procedures for Children of Military Families
7. Outline the Procedures for Homeless Youth

1. **Definition of Residency:** A student has residency in the state and county of the residence of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend The Cottonwood School, unless it can be shown that the student is also living in the home at least three days per week during the school year.
2. **Residency for a Student on an Extended Vacation:** A student on an extended vacation lasting longer than four weeks, but less than six months, will not be deemed to have lost California residency.
3. **The Location Material Will Be Mailed To:** All materials will be mailed to, and any in person services will be held at, the address identified in the student's records in his/her proof of residence documentation, unless an alternative location is agreed upon by the teacher of record.
4. **Student's Residency is in Question:** If there is reason to believe that a student's residency is in question, The Cottonwood School may investigate in order to determine authenticity of the home address. When it is determined that a student lives outside of California and/or an authorized county, The Cottonwood School will provide written notice of the determination of nonresidency within five days of The Cottonwood School's intention to

disenroll the student.

**5. Parent/Guardian/Education Rights Holder's Right Regarding Determination of nonresidency:** The notice shall contain an explanation of the parent/guardian/education rights holder's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the pupil has the right to bring legal counsel or an advocate to dispute the finding of nonresidency. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived and the student will be immediately disenrolled. If the student's parent, guardian or educational rights holder initiates the hearing, the student shall remain enrolled and shall not be disenrolled until The Cottonwood School issues a final decision.

**6. Children of Military Families:** The Cottonwood School will serve children of military families, as defined by Education Code section 49701, as follows:

1. Allow the student to continue his or her education in The Cottonwood School, regardless of change of residence of the military family during that school year, for the duration of the student's status as a child of a military family; or
2. For a student whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:
  - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education in The Cottonwood School through the duration of that academic school year;
  - b. If the child is enrolled in high school, allow the student to continue his or her education in The Cottonwood School through graduation.

~~For purposes of providing special education services, The Cottonwood School will continue to provide special education services for children of military families as required by law.~~

~~Once The Cottonwood School is notified that a student is identified as a child of a military family, The Cottonwood School will require the parent/guardian submit the following documentation:~~

- ~~• Written proof of the transfer, including the time period for the transfer and location of the transfer~~
- ~~• A signed affidavit that states that the student is only enrolled in [School Name] and not in any other full-day educational program and that the student qualifies as a child of a military family as defined in Education Code section 49701.~~

~~For high school students, the aforementioned documentation will need to be resubmitted on an annual basis. The Cottonwood School reserves the right to re-verify all of the above at any time throughout the school year.~~

**7. Homeless Youth:** The Cottonwood School will be considered to be a pupil's school of origin for a homeless youth when the child attended The Cottonwood School when permanently housed or was last enrolled in The Cottonwood School before becoming homeless. The Cottonwood School will serve homeless youth, as defined below, whose residency has changed as follows:

1. Allow the student to continue his or her education in The Cottonwood School for the duration of homelessness.
2. If the pupil is no longer homeless before the end of the academic year, either of the following apply:
  - a. If the homeless youth is in high school, the The Cottonwood School shall allow the formerly homeless child to continue his or her education in the The Cottonwood School through graduation.
  - b. If the homeless youth is in kindergarten or any of grades 1 to 8, inclusive, the The Cottonwood School shall allow the formerly homeless youth to continue his or her education in The Cottonwood School through the duration of the academic year.

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

**8. Foster Youth:** The Cottonwood School will be considered to be a pupil's school of origin for a foster youth when the child attended the The Cottonwood School at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. The Cottonwood School will serve former foster youth, as defined below, whose residency has changed as follows:

1. If the jurisdiction of the court is terminated before the end of an academic year, the The Cottonwood School shall allow a former foster child who is in kindergarten or any of



grades 1 to 8, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.

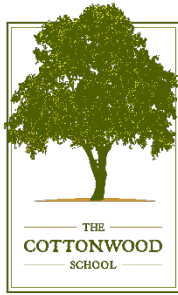
2. If the jurisdiction of the court is terminated while a foster child is in high school, The Cottonwood School shall allow the former foster child to continue his or her education in The Cottonwood School through graduation.

The term “foster youth” means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

9. **Migratory Youth:** The Cottonwood School will be considered to be a pupil’s school of origin for a migratory youth when the child attended the The Cottonwood School at the time the pupil’s status changed to a pupil who is a migratory youth. The Cottonwood School will serve migratory youth, as defined below, whose residency has changed as follows:

1. If the migratory youth is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in The Cottonwood School through the duration of that academic school year.
2. If the migratory youth is enrolled in high school, allow the pupil to continue their education in The Cottonwood School through graduation.

The term “migratory youth” means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Migratory youth” includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.



# Kindergarten and Transitional Kindergarten Policy

The Cottonwood School is committed to providing educational instruction to all students. The Executive Director or designee shall ensure that the Charter School provides a non-discriminatory and equal enrollment process for students of Transitional Kindergarten and Kindergarten age, in compliance with current state requirements.

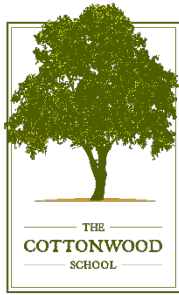
The purpose of The Cottonwood School Governing Board approving this Kindergarten and Transitional Kindergarten Policy is to accomplish the following:

1. Establish the Enrollment in Kindergarten
  2. Establish the Enrollment for Transitional Kindergarten Eligible Students
  3. Establish Enrollment in Transitional Kindergarten
  4. Outline Adherence to All Non-Discrimination Laws
- 
1. **Enrollment in Kindergarten:** Pursuant to EC 48000(a), a child is eligible for kindergarten if the child will have their fifth birthday by September 1.
  2. **Enrollment in Kindergarten for Transitional Kindergarten Eligible Students:** Pursuant to EC 48000(b), A child having attained the age of five years at any time during the school year with the approval of the parent or guardian, may be admitted to kindergarten subject to the following conditions:
    - The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for kindergarten. Staff determination of grade level placement will be made based on multiple measures including grade level appropriate formal assessments and student observations.
    - The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.
  3. **Enrollment in Transitional Kindergarten:** Pursuant to EC 48000(c)(3)(B)(i), Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

Students must be five years old between September 2<sup>nd</sup> and ~~December 2<sup>nd</sup>~~ ~~February 28<sup>th</sup>~~ to qualify for transitional kindergarten each school year subject to the following conditions:

- The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for transitional kindergarten. Staff determination of grade level placement will be made based on multiple measures including grade level appropriate formal assessments and student observations.
- The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

**4. Adherence to All Non-Discrimination Laws:** This policy adheres to all non-discrimination laws and is subject to the same enrollment processes as all otherwise qualified students. Enrollment into the charter school will be consistent with all other enrollment guidelines. In the event that a parent or guardian disagrees with the enrollment or grade level placement recommendations of staff, they may appeal the decision in accordance with the school's complaint procedures.



# Foster Youth Policy

The Governing Board of The Cottonwood School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student’s status as foster youth.

The purpose of the The Cottonwood School Governing Board approving this Foster Youth Policy is to accomplish the following:

1. Define Foster Child/Student/Youth and School of Origin
2. Establish a Foster Child Liaison
3. Outline Admission Requirements for Foster Children
4. Outline the Rights of a Former Foster Children
5. Outline Course Work and Graduation Requirements for Foster Children
6. Establish Transportation Requirements for a Foster Children
7. Outline Who Has Access to Records for Foster Children

## 1. Definitions:

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

- 2. Foster Child Liaison:** The School's foster child liaison is: Principal, Julie Haycock, JulieH@Inspireschools.org.

The School's foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, enrollment in school and checkout from school of foster children.
- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- Notify the foster child's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act, pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act, and, if the foster child is an individual with exceptional needs, pending manifestation determinations if the School has proposed a change in placement due to an act for which the decision to recommend expulsion is at the discretion of the principal.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be enrolled in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school.

- 3. Admission:** All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admission packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in The Cottonwood School as the school of origin, the foster child has the right to remain in The Cottonwood School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in The Cottonwood School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend The Cottonwood School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement.

4. **Former Foster Children:** If the jurisdiction of the court is terminated before the end of an academic year, the The Cottonwood School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, The Cottonwood School shall allow the former foster child to continue his or her education in The Cottonwood School as the school of origin through graduation.

5. **Course Work and Graduation Requirements:** The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

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

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

School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

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

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

Within 30 calendar days of the date that a foster student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer in foster care, if the student otherwise qualifies for the exemption.

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

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

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

education, regardless of whether those courses are required for statewide graduation requirements.

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

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

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

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

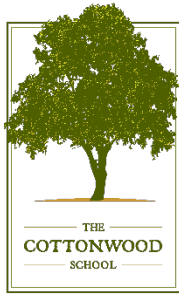
A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

6. **Transportation:** If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.
7. **Records:** A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.





# Transgender and Gender Nonconforming Students Policy

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

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

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

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

- Gender: A person's actual or perceived sex, including a person's gender identity and gender expression.
- Gender Identity: A person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth. Gender identity may include being female, male, another gender or no gender. The responsibility for determining an individual’s gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial development.

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

2. **Guiding Principles and Requirements**: The school shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected. Students

may initiate a process to change their name, pronoun, attire and access to School programs, activities and facilities. The school shall customize support to optimize each student's access according to their gender identity.

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

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

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

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

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

The School will change a student's name and gender, or that of a former student, on pupil records when the name and/or gender of the student are changed. The student or former student may document the gender change by any of the following: State issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender

change or both. The new name and/or gender are the student's legal name and gender for all purposes, including school registration. Upon the submission of proper evidence of the aforementioned documentation, the student's legal name and/or gender in all school records shall be changed to reflect the legal name and/or gender change.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to or instead of filing a complaint at a site, any student or their duly authorized representative has the right to file a discrimination, harassment, bullying or intimidation complaint involving gender identity and expression under the Uniform Complaint Procedures with the School's Principal, Julie Haycock, [JulieH@Inspireschools.org](mailto:JulieH@Inspireschools.org).

8. **Restroom Accessibility:** Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender

identity. Students who identify as nonbinary should be granted access to the facility which they find best aligns with their gender identity.

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

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

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

Participation in competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity and in accordance with the California Interscholastic Federation constitution and bylaws. Students who identify as nonbinary should be granted the opportunity to participate in athletic activities they find best align with their gender identity.

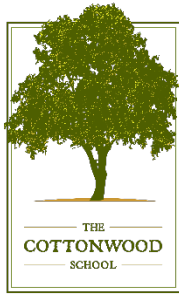
- 10. School Activities and Programs:** Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or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

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

- 12. Training and Publication:** The School shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators,

counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

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



# Teacher Induction Policy

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

The purpose of the The Cottonwood School Governing Board approving this Teacher Induction Policy is to accomplish the following:

1. Outline the California Credentialing System
2. Outline the Induction Program
3. Establish the Individual Learning Plan of a Participating Teacher
4. Establish an Early Completion Option
5. Outline the Qualifications, Selection and Training of Coaches
6. Outline the Selection of Participating Teachers
7. Outline Participating Teacher Competence for the Clear Credential Recommendation

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

**2. Induction Program Generally:** The The Cottonwood School’s Induction program is a two-year program that is free of charge to participating teachers. Within the first 30 days of the participant’s enrollment in the The Cottonwood School’s Induction program, the The Cottonwood School shall identify and assign an Induction coach to each participating teacher. The coach and participating teacher match is made according to the credentials held, grade level and/or subject area, as appropriate to the participating teacher’s employment.

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

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



evaluation for employment purposes.

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

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

The ILP It must include the following:

- Candidate professional growth goals
  - A description of how the participating teacher will meet those goals
  - Defined and measurable outcomes for the participating teacher
  - Planned opportunities to reflect on progress and modify the ILP as needed
4. **Early Completion Option:** The The Cottonwood School shall make available and advise participants of an early completion option for “experienced and exceptional” candidates who meet the program’s established criteria. In order to qualify for the early completion option, participating teachers must be in year one of the Induction program, have five years of verified superior teaching experience, and have a letter of recommendation from their Regional Coordinator, Program Specialist or Senior Director.
5. **Qualifications, Selection and Training of Coaches:** The Induction program assigns qualified coaches and provides guidance and clear expectations for the coaching experience based on the program’s design. Qualifications for coaches shall include the following:
- Knowledge of the context and content area of the participating teacher’s assignment
  - Demonstrated commitment to professional learning and collaboration
  - Possession of a Clear Teaching Credential
  - Ability, willingness, and flexibility to meet candidate needs for support
  - Minimum of three years of effective teaching experience

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

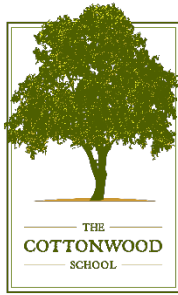
Coaches will be provided ongoing training and support that includes two required trainings with Center for Teacher Innovation (Coach Preview and Induction Orientation), coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual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

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

6. **Selection of Participating Teachers:** Each candidate is reviewed in the Commission on Teacher Credentialing database for credential verification and reviewed for early completion option eligibility.
7. **Participating Teacher Competence for the Clear Credential Recommendation:** The Induction program shall assess the participating teacher's progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of participating teacher progress must reflect the learning and professional growth goals indicated within the ILP and evidence of the participating teacher's successful completion of the activities outlined in the ILP.

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

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



# School Closure Policy

The Governing Board of The Cottonwood School (the “Charter School”) is committed to following all applicable laws and related to school closure.

The purpose of the The Cottonwood School Governing Board approving the School Closure Policy is to accomplish the following:

1. Establish the Official Action of the Board of Directors to Close the Charter School
2. Outline the Notification Process of a School Closure
3. Outline the Management of Student Records
4. Establish the Preparation of Final Financial Records
5. Outline the Management of Assets of the Charter School
6. Outline Who is Responsible for Liabilities
7. Establish Compliance with the California Corporations Code
8. Establish the Release of Claims

- 1. Official Action of the Board of Directors:** Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person(s) responsible for closure-related activities.
- 2. Notification of School Closure:** The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. A copy of this Policy will also be provided to the Charter School’s SELPA. If required by the Charter School’s SELPA, the Charter School will provide additional information to ensure: 1) Appropriate transition of special education services for students served by the Charter School; 2) Compliance with state and federal laws; 3) Compliance with state and federal funding requirements; and/or 4) Accuracy and reliability of any data submitted to the Charter School SELPA.

The Board will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and the students in

locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

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

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

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

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

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

5. **Assets of the Charter School:** On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the nonprofit public benefit corporation shall return to the nonprofit corporation to be used within the state of California only. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of

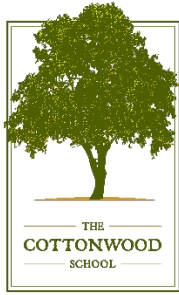
the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

6. **Liabilities:** On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
7. **California Corporations Code:** As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

8. **Release of Claims:** When the Charter School closes, the Charter School shall release and discharge the Charter SELPA and its past and present principals, members, partners, officers, directors, affiliate employees, agents, successors, assigns, attorneys and insurers, collectively with the Charter SELPA, from any and all claims arising out of the operations of the Charter School. Accordingly, the closing Charter School shall promptly withdraw and/or cause to be filed dismissals with prejudice of all applications, requests, reports, complaints or appeals, if any, filed or made as to any such claims.

Consistent with the release language above, closure of a Charter School terminates the ability for the Charter School and associated entities affiliated with the Charter School to submit claims to any funding or to any Charter SELPA Risk Pool (e.g., Legal Risk Pool, SELPA Set Aside, Rate Smoothing Pool, etc.) effective the date of the Charter School closure and/or termination of membership pursuant to CEO Policy 26. Termination of the ability to submit funding and SELPA Risk Pool claims may be suspended for an Organization Partner with local educational agencies that will continue as Charter SELPA members.



# Educational Materials and Restitution Policy

This policy supports The Cottonwood School's ("School") efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of The Cottonwood School Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

1. Provide an Overview for the Educational Materials and Restitution Policy
2. Outline the Procedures for the Restitution Process

- 1. Overview:** Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damage any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

## *Withholding Grades, Diploma and Transcripts and Transferring Students*

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. **When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. If the student transfers to a K-12 school, a copy of the student's permanent record must be sent to the requesting district.** The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In

such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

## **2. Procedures:**

1. School shall use inventory systems clearly identify the student and type of school property issued to the student.

2. School shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.

3. School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.

a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property (“Written Notice”).

b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.

c. If the parent/guardian disagrees with the School’s Written Notice, they may appeal the Written Notice in writing to **[INSERT SCHOOL OFFICIAL]**. The parent/guardian’s appeal should explain why a fee or charge should not be imposed in response to the Written Notice.

d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.

4. Upon receiving notification of the School’s decision (“Second Written Notice”), the parent or guardian must pay the outstanding obligation payable to the School or return missing property.

5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma,

and grades until the parent/guardian pays or remedies the outstanding debt.

6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

7. The purpose of this policy is to provide families reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collections agency as a last resort.



SAMPLE WRITTEN NOTICE FOR OVERDUE MATERIALS

**RE: WRITTEN NOTICE OF OVERDUE MATERIALS & UNPAID FINES**

Dear Parent or Guardian:

As part of [INSERT STUDENT NAME]'s enrollment with The Cottonwood School ("School"), your child was given access to school property for [INSERT SCHOOL YEAR]. You were required to return these educational materials at the end of the school year. You have failed to return the following: [INSERT PROPERTY].

California law provides that parents/guardians are responsible for school property loaned to students; therefore, we are requiring that the materials listed above be returned or payment of [INSERT COST OF PROPERTY] by [INSERT DUE DATE].

**The School is authorized to withhold the grades, diploma, and official transcripts of the student, or to deny participation in school activities that are deemed until the debt is addressed. If you do not resolve this debt, the School may contact law enforcement for theft or refer this debt to a collections agency.**

You have an opportunity to appeal the imposition of any fees or charges. If you wish to appeal this notice, you must provide a written appeal to [INSERT NAME AND CONTACT INFORMATION] by [INSERT DUE DATE – Same one as due date for payment]. This appeal must include the reasons why a fee should not be imposed.

If an appeal is submitted, after reviewing any information provided by the parent/guardian and student, the Principal (or his/her designee) shall determine whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision is final. There is no appeal beyond the school level.

If you do not file an appeal or if the School confirms you owe the amount described above after the appeal, you are required to make a payment to the School to resolve the debt incurred for not returning School property. The School, in its discretion, may withhold grades, diplomas, and official transcripts until this debt is discharged.

If you have any questions or concerns about this letter, please contact the Principal, Julie Haycock, JulieH@Inspireschools.org.

ATTACHMENT B

SAMPLE SECOND WRITTEN NOTICE FOR OVERDUE MATERIALS WHERE FAMILY DID NOT RESPOND TO FIRST WRITTEN NOTICE

**RE: SECOND NOTICE OF OVERDUE MATERIALS & UNPAID FINES**

Dear Parent or Guardian:

As part of [INSERT STUDENT NAME]'s enrollment with The Cottonwood School ("School"), your child was given access to school property for [INSERT SCHOOL YEAR]. You were required to return these educational materials the end of the school year. You have failed to return the following: [INSERT PROPERTY].

California law provides that parents/guardians are responsible for school property loaned to students; therefore, we are requiring that the materials listed above be returned or payment of [INSERT COST OF PROPERTY] by [INSERT DUE DATE].

You did not respond to the Written Notice provided by the School on [INSERT DATE OF WRITTEN NOTICE]. Therefore, the School will withhold the grades, diploma, and official transcripts of [INSERT STUDENT NAME] as of the date listed above on this letter.

**If you do not resolve this debt by [INSERT DUE DATE], the School intends to refer this debt to a collections agency.** Please note that the School intends to also provide your contact information to law enforcement because your failure to return school property may constitute theft. Of course, we prefer avoiding these sorts of actions and trust you will return the school property immediately to resolve this matter. Your failure to return the educational materials harms your child and other school children who would otherwise benefit from these educational materials.

If you have any questions or concerns about this letter, please contact the Principal, Julie Haycock, JulieH@Inspireschools.org.

AB 2601 (2018) amended the California Healthy Youth Act (CHYA) to require that charter schools in California provide students with inclusive and comprehensive sexual health education and HIV prevention education (Education Code §§ 51930-51939). CHYA education must be provided at least once in middle school and at least once in high school. At our school, 8<sup>th</sup> grade (middle school) and 9<sup>th</sup> grade (high school). The law additionally requires instruction be inclusive of all genders, sexual orientations, abilities, races, and cultural backgrounds and present medically accurate and unbiased information.

The school will send a letter to parents/guardians that explains their right to review the curriculum prior to instruction and their right to excuse their child from the instruction. The letter includes the following information:

- Comprehensive sexual health and HIV prevention instruction is provided by trained classroom teachers or community-based health educators.
- All content complies with California Healthy Youth Act and CA Education Code requirements.
- When the instruction will be implemented at their child's school.
- Where parents/guardians can review instructional materials at their child's school.
- That parents/guardians may notify the school in writing if they wish to excuse their child from the instruction.

Parents or guardians may excuse their child from the sexual health instruction for this school year by providing a written note in their preferred language to their child's teacher. The note should simply state that they are excusing their child from the instruction, include their child's name, and be signed by the parent or guardian. There is no need for any explanation or reason to be stated in this note.

Districts may choose a curriculum to use to meet the requirements of the new law. The school will use ***Rights, Respect, Responsibility*** (3Rs). This is a comprehensive sexual health curriculum that complies with [the State of California's CA Healthy Youth Act](#) requirements. This curriculum was vetted by a team of experts prior to being approved by our program's Sexual Health Education Advisory Team. The 3Rs lessons were authored by [Advocates for Youth](#), who is funded and supported by the Centers for Disease Control and Prevention and who collaborates with the California Department of Education to implement medically accurate sexuality education statewide. This curriculum is open for [public review](#).



# The Cottonwood School Master Agreement for Independent Study

<b>Student:</b> <b>Student Number:</b> <b>Address:</b> <b>Location:</b> <b>1st Phone Number:</b> <b>DOB:</b> <b>Program Placement:</b>	<b>Contract Term: Full Year</b> <b>Beginning Date:</b> <b>End Date:</b> <b>Year:</b> <b>2nd Phone Number:</b> <b>Grade Level:</b> <b>School for Classroom Option:</b>
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**It is understood that:**

**Objectives:** The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

**Methods of Study:** Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses

**Specific Resources:** The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

**Methods of Evaluation:** Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals.

**Students are required to report to their teacher as scheduled:** Manner of Reporting: One-on-One, Email, Online, Phone. Time: ~~8-5 pm~~ <sup>8:30 am - 5:00 pm</sup>  
 Day: M-F. Frequency: At least once every 20 days. Duration: Full Year. Location: Virtual or In-Person.

**Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil maybe required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

**Board Policies:** According to the Board Policy for grades TK through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 2 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

**Additional Courses:** may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

**Signatures and Dates:** I have read and I understand the terms of this agreement, and agree to all provisions set forth.

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Student Signature

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Date

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Parent/Guardian/Caregiver Signature

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Date

---

Supervising Teacher Signature

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Date

---

Other Signature

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Date

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Other Signature

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Date

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Other Signature

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Date

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Other Signature

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Date



## The Cottonwood School Acknowledgement of Responsibilities

**Student:**

**Student Number:**

**Address:**

**Location:**

**1st Phone Number:**

**DOB:**

**Program Placement:**

**Contract Term: Full Year**

**Beginning Date:**

**End Date:**

**Year:**

**2nd Phone Number:**

**Grade Level:**

**School for Classroom Option:**

### **Students Agreement/Responsibilities**

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

### **Parent/Legal Guardians Agreement**

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.

### **Independent Study Teachers Agreement**

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

Student:

Teacher:

Copyright 2003-2006 School Pathways LLC.

We, the undersigned, understand the voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

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Student Signature

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Date

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Parent/Guardian/Caregiver Signature

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Date

---

Teacher Signature

---

Date

---

Other Signature

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Date

# The Cottonwood School

## 2019-2020 Board Meeting Calendar

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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September 2019						
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29	30					

October 2019						
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November 2019						
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December 2019						
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29	30	31				

January 2020						
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February 2020						
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March 2020						
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29	30	31				

April 2020						
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May 2020						
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31						

June 2020						
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28	29	30				

July 2020						
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19	20	21	22	23	24	25
26	27	28	29	30	31	



Board Meetings

Sep 21	Board Training 9:00 am - 4:00 pm
Oct 24	Board Meeting 6:00 pm
Nov 21	Board Meeting 6:00 pm
Dec 10	Board Meeting

Jan 21	Board Meeting
Feb 18	Board Meeting
Mar 24	Board Meeting
April 21	Board Meeting
May 19	Board Meeting
Jun 16	Board Meeting