



The Cottonwood School

Special Board Meeting

Date and Time

Tuesday November 3, 2020 at 6:00 PM PST

Location

7006 Rossmore Lane
El Dorado Hills, CA 95762

Join Zoom Meeting

<https://zoom.us/j/97008315134>

Meeting ID: 970 0831 5134

Join by Phone: +1 669 900 6833

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			1 m
C. Approval of the Agenda	Vote		1 m
D. Public Comments			2 m
E. Closed Session - Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of section 54956.9: One case	Vote		30 m
F. Announcement of Any Action Taken in Closed Session	Discuss	Dr. Norman Lorenz	1 m
II. Academic Excellence			6:36 PM
A. Charter Material Revision	Vote	Cindy Garcia	5 m
III. Finance			6:41 PM
A. Draft Memorandum of Understanding for Shared Services	Vote	Cindy Garcia	5 m
IV. Operations			6:46 PM
A. Employee Handbook 2020-2021	Vote	Cindy Garcia	5 m
V. Closing Items			6:51 PM

A. Board of Directors Comments & Requests	Discuss	5 m
B. Announcement of Next Regular Scheduled Board Meeting	FYI	1 m
November 17, 2020		
<ul style="list-style-type: none"> • Closed Session: 6:00 p.m.-7:00 p.m. • Open Session: 7:00 p.m. 		
C. Adjourn Meeting	Vote	

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Members of the public are permitted to comment on both non-agenda item matters and agenda item matters when public comment is called. Speakers may be called in the order that requests are received. 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. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

Charter Material Revision

Section: II. Academic Excellence
Item: A. Charter Material Revision
Purpose: Vote
Submitted by:
Related Material: Material Revision - The Cottonwood School.pdf

BACKGROUND:

Material Revision: Extension of Initial Charter Term

With this material revision, The Cottonwood School is requesting that the District extend its initial charter term, from the three years initially granted, to the maximum of the five years allowed by law.

The District authorized a three-year term, from July 1, 2018, through June 30, 2021. TCS seeks to extend that initial grant to the full five years allowed under Education Code Section 47607(a)(1), from July 1, 2018, through June 30, 2023. This extension, which is commonplace across the State, permits the District to make a determination of charter renewal from the vantage point of additional years of State testing data which is especially critical because of the interruption in statewide testing during the 2020 pandemic.

There are also revisions per changes in leadership and legal updates.



The Buckeye Union Elementary School District
Material Revision
Submitted ~~May~~ November 2020

Contact:
~~Julie Haycock~~ Cindy Garcia, Executive Director
Jodiann Beeson, Site Principal

For the term July 1, 2018 through June 30, 2023

Preparing Students for Their Tomorrow

The Cottonwood School
Charter Material Revision ~~June~~November 2020

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Appendices

- A. Cottonwood Bylaws, Conflict of Interest Code, and Policies
- B. Cottonwood 2020-2021 School Calendar, & Bell Schedule
- C. Advisory & Core Curriculum
- D. Teacher Signature Page
- E. Five-Year Budget, Three-Year Cash Flow, and Assumptions
- F. EL Plan

AFFIRMATIONS AND ~~DECLARATION~~ASSURANCES

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Charter Material Revision ~~June~~November 2020

As the authorized lead petitioners, we, ~~Julie Haycock~~Cindy Garcia and Jodiann Beeson, hereby certify that the information submitted in this petition for The Cottonwood School ("TCS" or the "Charter School"), authorized by the Buckeye Union Elementary School District (the "District") is true to the best of our knowledge and belief. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Sections ~~60605 and 60851~~, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(~~de~~)(1)]
2. The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA. [Ref. Education Code Section 47605(~~cb~~)(~~65~~)(~~0~~)]
3. The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(~~ed~~)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(~~ed~~)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as provided by Education Code Section 47605(~~ed~~)(2), admission to the Charter School shall not be determined according to the place of residence of the student or ~~his or her~~of that student's parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(~~ed~~)(2)(B)(~~i~~)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(~~ed~~)(2)(C). [Ref. Education Code Section 47605(~~ed~~)(2)(A)-(C)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(~~ed~~)(1)]

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7. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the School District of the pupil's last known address within 30 days, and shall, upon request, provide that School District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades ~~or report card~~ and health information. ~~If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.~~ [Ref. Education Code Section 47605(~~ed~~)(3)]
8. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004.
9. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
10. The Charter School shall ensure that teachers in the Charter School hold ~~the~~a Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers~~required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment [Ref. ~~California~~ Education Code Section 47605(l)]
11. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
12. Unless otherwise required by law, ~~the~~the Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
13. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is

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not a requirement for acceptance to, or continued enrollment at, the Charter School.
[Ref. Education Code Section 47605(n)]

~~13-14.~~ 14-15. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

~~14-15.~~ 15-16. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(~~d~~e)]

~~16.~~ 17. The Charter School shall comply with any applicable jurisdictional limitations to the location of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

~~15-17.~~ 16-18. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

~~16-18.~~ 17-19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

~~17-19.~~ 18-20. The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.

~~18-20.~~ 19-21. The Charter School shall comply with the requirements of the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act, and ~~applicable Government Code conflict of interest prohibitions~~ Section 1090, et seq., as set forth in Education Code Section 47604.1.

~~19.~~ 20. ~~The Charter School shall comply with any jurisdictional limitations to locations of its facilities.~~

~~20-21.~~ 21-22. The Charter School shall comply with the Family Educational Rights and Privacy Act.

~~21-22.~~ 22-23. The Charter School shall comply with Education Code Sections 47612.5 and 51745 et seq. related to independent study, as applicable.

~~22-23.~~ 23-24. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]

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Cindy Garcia

10-18~~5-13~~-20

Julie R. Haycock

~~Julie Haycock~~ Cindy Garcia

Date

Jodiann Beeson

10-18~~5-13~~-20

Jodiann Beeson

Date

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methodologies.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Cottonwood School fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Implement an innovative small school design focused on personalizing students' education that will support the District's goals for improving performance in secondary schools.
- Align its **Why** (prepare students for their tomorrow) to its **ideal graduate profile**.
- Provide different and innovative instructional methodologies using a combination of Montessori Education core components and project-based learning (PBL) as the primary and pervasive mode of instruction at the Site-Based Pathway.
- Provide personalized educational pathways with a wide variety of options to meet each student's needs and interests.
- Site-Based instruction will include frequent opportunity for collaboration, and real-life application of concepts to prepare students for the challenges of college/university education.
- Improve pupil learning by expanding access to CTE, blended, articulated, early college partnerships, AP, and other elective courses.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping the curriculum.

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- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context. In addition, the school community will work to maintain its commitment to developing each student as the unique individual across all planes of development.
- Engage in regular and consistent cycles of inquiry that involves the entire school team which leads to a culture of reflection and continuous improvement.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

Material Revision: Extension of Initial Charter Term

With this material revision, The Cottonwood School requests that the District extend its initial charter term, from the three years initially granted, to the maximum of the five years allowed by law. The District authorized a three-year term, from July 1, 2018 through June 30, 2021. TCS seeks to extend that initial grant to the full five years allowed under Education Code Section 47607(a)(1), from July 1, 2018 through June 30, 2023. This extension, which is commonplace across the State, permits the District to make a determination of charter renewal from the vantage point of additional years of State testing data which is especially critical because of the interruption in statewide testing during the 2020 pandemic.

Mission: Home Study Pathway

The Cottonwood School provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with ~~highly~~well qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision: Home Study Pathway

The Cottonwood School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Vision: Site-Based Pathway

The Cottonwood School's vision is to guide our community to love learning, to profoundly contribute to our diverse world and to lead lives of achievement.

Mission: Site-Based Pathway

The Cottonwood School, influenced by Montessori principles, will provide an innovative, rigorous, self-exploring education through experiential learning, design thinking and meaningful interdisciplinary studies cultivating a growth mindset.

Capacity

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The Cottonwood School seeks to serve the need for a viable homeschool and classroom-based school option for Buckeye Union Elementary families. As such, the Charter School will educate students in grades TK-12. The school will offer an academic and co-curricular program that will appeal to students in El Dorado Hills, Shingle Springs, White Rock, Clarksville and the surrounding communities. The Cottonwood School is committed to academic excellence and a comprehensive program that will engage a diverse student population that is as diverse as the community that the Charter School is located.

The Site-Based Pathway will be a small school environment of 120 where students will know and be known individually by their teachers and the staff. The Cottonwood School Homestudy will enroll approximately 2,000 students in its TK-12 program. The personalized pathways will serve students in TK-12 beginning in 2019-20. Enrollment in the program is expected to expand each year.

~~Co-lead Petitioner Julie Haycock: Ms. Haycock~~

~~Julie Haycock has been in the education field for 30 years. For the first 11 years of her career, she served as an elementary school teacher in a traditional classroom, before transitioning into charter schools. Her charter school experience has been in independent study/home school based charters, first as a homeschool teacher, then into administration. She has participated in several leadership training programs, as well as Chief Business Officer Training. She has a Bachelor of Arts Degree in Communications. Julie possesses a California Clear Multiple Subject Credential as well as a California Clear Administrative Services Credential.~~

~~Julie is passionate about education, specifically in providing quality programs that meet the needs of each individual student. Her strengths include finding new ways to improve school-wide processes, staff development, leadership training, and helping develop leaders within the organization. Her passions include working with homeschool parents and teachers to seek opportunities to enrich their education, and on building relationships within the charter school community as well as connecting with other organizations to support education.~~

Co-Lead Petitioner Cindy Garcia: Ms. Garcia

Cindy Garcia has been in the education field for over 20 years. After earning her multiple Subject CLAD Credential, for her first 3 years of her career, she served as an elementary school teacher in a traditional classroom, before transitioning into charter schools. She first started as a homeschool teacher and then quickly moved to administration. She has experience in all aspects of running a charter school. She participated in several leadership training programs as well as earned her California Clear Administrative Services Credential from UC, Irvine.

Cindy is passionate about education, specifically in providing quality programs that meet the needs of each individual student. Her strengths include finding new ways to improve school-wide processes, staff development, leadership training and helping develop leaders within the

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organization. Her passions include working with homeschool parents and teachers to seek opportunities to enrich their education, and on building relationships within the charter school community as well as connecting with other organizations to support education.

Co-Lead Petitioner-Jodiann Beeson: Ms. Beeson

Jodiann Beeson has the expertise of working with small learning communities, developing and leading academies, and project-based learning. She holds a Bachelor of Arts for Cal State University Fullerton, a Master's from Chapman University, and an administrative credential from National University. With twenty-five years of experience as a teacher, head counselor, and administrator, Jodiann is now pursuing her doctorate at the University of the Pacific where innovation and design thinking are changing the way leaders lead and impact organizations.

The Cottonwood School Board

Dr. Norman Lorenz - Founding Team Member and The Cottonwood School Board President

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. He possesses 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.

His interests include research where he shares 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 he has 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, he has 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, he 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-8th grade in the public school arena. Most recently in 2017-18, he 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.

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He has 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 his current role as a professor of education studies, he teaches 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, has he 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.

~~**Amanda Meagher** Ms. Meagher has volunteered at Desert Valley Creative Learning Collaborative ("DVCLC") on the Webmaster and Registration Leadership Team since 2016. DVCLC is a volunteer-run educational nonprofit group for homeschoolers founded in 2011 Offers one full day of classes per week at a local rented facility as well as community support. She works online from home, partnering with Board Members to run three 8 week sessions annually. In 2018 she began working as remote administration support for the Director of American Friends of Our Armed Forces. She is a tech savvy self starter with highly developed administrative and problem solving skills who sees the 'big picture'. Trustworthy and loyal, she understands a key attribute of an administrative team member is to maintain the confidentiality of corporate and personal affairs.~~

Teresa Lyday-Selby, M.Ed. – Ms. Lyday-Selby has been teaching at California Montessori Project, American River Campus since 2003. She has been a grade-level mentor teacher, Peace Education mentor, member of Campus Advisory Council, and parent educator. She received her Master of Arts Degree in Educational Leadership and Preliminary Administrative Services Credential at California State University, Sacramento in 2012. Teresa possesses a California Multiple Subject Clear Credential and CLAD emphasis, Montessori 3-6, 6-9, 9-12 Credentials, and Certificate in Learners on the Autism Spectrum. She has also developed the Parent Participation and Education Model which is being successfully implemented at California Montessori Project's American River Campus, and co-created Phonetic Reading Program which is being used in all K – 1st grade classrooms.

Adina Caskey, LMSW - Mrs. Caskey is an educator and social worker who has a Bachelor's degree from the University of Guam in Secondary Education and Language Arts and a Master's degree in Social Work from Grambling State University. She has experience as a Secondary Education Language Arts teacher in both public and private schools, as well as a social worker in a variety of public, private and non-profit settings. As a social worker, she has always enjoyed serving and working with families, first as a program director for a homeless services non-profit organization, but most recently as a behavior specialist. This was a particularly rewarding

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experience because it combined her skills in education and social work, affording her the opportunity to serve in tandem with families with children with Autism Spectrum Disorder (ASD) and schools, ensuring continuity of specialized services and supportive care in the home and school setting. Mrs. Caskey is a second-generation homeschooler who currently privately homeschools her three children in middle and high school, though she has utilized public brick and mortar and independent study charter homeschool programs in the past, including in another state where her husband was stationed in the United States Air Force. She is passionate about empowering parents to raise chose education options for their children that are the most individually effective, encouraging the greatest growth and health in every area of each child's unique life.

Deborah Hibbard – Deb Hibbard has a Master’s in Business Administration from CSU Sacramento and a Bachelor’s in Accounting from San Francisco State. Deb has worked in accounting and Finance for over 20 years and she brings her passion for student success, along with a leadership and management background to the board. Deb has two sons, one a in Cottonwood School high school student, then other is in the Air Force. She enjoys living in Folsom close to the lake and the foothills, where she spends time with her family paddle boarding, kayaking, hiking, and cycling. She has traveled to over a dozen different countries, enjoys watching and coaching soccer and loves dogs. Deb understands the need for school choice, values diversity, honesty, and integrity, and looks forward to making a positive impact on The Cottonwood School.

Christine Cordero - Christine is native to Pittsburgh, Pennsylvania and has spent time as a special education teacher there, as well as in Virginia, Maryland, and Southern California. She has been in special education either as a teacher or administrator for 28 years. Most recently she is a Director of Special Education at a public charter school.

~~Julisa Platte~~ As a mother who devotes time to educating her children in the home, Mrs. Platte believes she brings an important perspective to the board. She understands that education should be individualized for each child. The Cottonwood School provides a strong homeschooling community which helps families to succeed. She is excited to be a part of this community and the decision making process for The Cottonwood School. She has an Associate of Arts Degree in Communications from Sierra College. Julisa has volunteered as a Youth Group and Primary Children Leader and has served as an in home preschool teacher at Kids Castle.

Ongoing Support and Assistance:

Charter School Development Center

Founded in 1992, CSDC is the nation’s oldest nonprofit resource organization representing charter schools. CSDC provides expert technical assistance informed by close involvement with

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law, regulation and practice related to all aspects of charter school's operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Young, Minney, & Corr

Young, Minney, & Corr ("YM&C") is California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

Procopio:

~~Procopio is the premier law firm used by charter schools across the state. The Procopio firm advises on the particular needs of charter schools and nonprofit corporations, including:~~

- ~~● Facilities Development and Public Financing~~
- ~~● Petitions, Renewals, and Appeals~~
- ~~● Entity Formation and Tax Exemption~~
- ~~● Governance~~
- ~~● Litigation~~
- ~~● Legislative Advocacy~~
- ~~● Labor and Employment~~
- ~~● Special Education Organizations~~

~~The Procopio attorneys have a genuine passion for charter schools and their approach to education. They participate in legal advocacy organizations and monitor trends and policies. The Procopio team realizes charter schools are a growing component of the public education system and also businesses that must achieve operational and educational objectives in a cost-effective manner. Procopio is committed to helping charter schools make a positive difference.~~

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: ~~A description of~~The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.--- Education Code Section 47605 (c)(5)(A)(i)

~~A description, for the charter school, of~~The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”--California Education Code Section 47605 (~~c~~b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, ~~a description of~~the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.--California Education Code Section 47605(~~c~~b)(5)(A)(iii).

Need

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

—Alvin Toffler

The Charter School will serve approximately 2,000 students in grades TK-12 in its first year of operation. All pupils will meet the minimum and maximum age requirements as provided by law.

Total Enrollment	Home Study	Site Based HS	
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Projections			
Year One : 18-19	1200	125	
Year Two: 19-20 (actual enrollment, 2200)	1348	9	
Year Three: 20-21	2000	50	
Year Four: 21-22	1900	70	
Year Five: 22-23	1800	120	

The Cottonwood School's target population mirrors the student population of the District, which the Charter School seeks to serve. We expect the demographics to be consistent with the data of the Buckeye Union Elementary School District. To ensure that actual demographics mirror the authorizing district, the Charter School will monitor enrollment by subgroup. When subgroups are underrepresented, the Cottonwood School will adjust its marketing and recruitment strategy with the aim to directly appeal to the intended subgroup in an effort to maintain a demographic that mirrors the community that the Charter School strives to serve. Strategies include attending community-wide events, a booth set-up at various areas of commerce, and reaching out to the community groups such as local churches and recreation centers to market and recruit students to the Cottonwood School.

The Buckeye Student Demographics 2016-2017*	
Ethnicity	Percentage (#)
African American	0.9% (47)
American Indian/Alaskan Native	0.3% (14)
Asian	7.2% (375)
Filipino	1.5% (78)
Latino or Hispanic	14.2% (742)
Pacific Islander	0.3% (16)
White	69.0% (3,599)

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Two or More Races	6.6% (344)
<i>Sub-Group</i>	
English Language Learner	3.47% (181)
Foster Youth	0.36% (19)
Socioeconomically Disadvantaged	14.3% (747)
Students with Disabilities**	11.9% (621)
Total Student Enrollment	5,216

Source: California Department of Education DataQuest

The Cottonwood School Purpose

An educated person in the 21st century will be proficient with the California Common Core State Standards ("CCSS"), the Next Generation Science Standards ~~for California Public Schools~~ ("NGSS"), the History-Social Science Framework, the English Language Development Standards ("ELD"), and ~~the California-remaining State~~ Content Standards (collectively, "State Standards"), and will also be proficient in the use of technology. The Cottonwood School's educational program utilizes technology, project-based learning, and the development of agency in students. Students will thrive in a technology rich environment. Moreover, students will also develop the skills of collaboration, accessing information, and the ability to engage in self-directed learning; all skills essential to success in college, career, and civic life.

The Cottonwood School Philosophy

"Arrogance is thinking something is perfect after the first draft. Humility is knowing there is always room for improvement."

– Simon Sinek

The Cottonwood School believes that learning best occurs when the following conditions are present:

- Student interest is stimulated by challenging and interesting *real* world problems as they pertain to careers in various fields;
- Students are encouraged to seek solutions and answers and apply them to real world situations rather than memorize ideas, concepts or facts;
- Students engage in relevant and meaningful curriculum aligned to ~~California~~ State Standards;

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- Individual content strand objectives or standards are woven into projects that combine learning across disciplines;
- The relationship between student and teacher is based on trust, mutual respect and facilitation of problem solving;
- The relationship between students is one of mutual support and cooperation to reach common goals rather than simply friendship or competition;
- Skills or ideas are not taught as isolated single visit concepts but rather as a sequence of knowledge that builds to greater understanding and depth—what is learned in one unit is applied in subsequent units or projects;
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself;
- There is a close tie between current coursework and future goals;
- Students are challenged to think beyond textbooks, facts, and information;
- Parents and the school partner to support student achievement;
- Students engage in producing authentic performance based products and assessments for review by teachers and the school community;
- Students identify their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- The environment is supportive, caring, and safe.

College and Career Readiness has a very specific meaning at the Cottonwood School. When the Charter School says it is focused on getting students college, career, and civic life ready, it means that every Cottonwood School graduate leaves **aware**, **eligible**, and **prepared** to pursue postsecondary education or training.

- **Aware** - The student understands post-secondary options and sees the importance of continuing their education.
- **Eligible** - The student completes requirements necessary to continue their education.
- **Prepared** - The student graduates from high school with the skills necessary to further education without remediation

In order to ensure that students graduate *aware*, *eligible*, and *prepared*, The Cottonwood School will at minimum implement the following practices as part of its educational program:

- Create a school-wide culture built on trust, respect, and responsibility that seeks to repair harm through restorative practices when harm occurs;
- A majority of courses written to meet A-G course criteria;
- Articulated, CTE offered;
- A schedule that meets student needs and provides additional opportunities for students that is built into the instructional day;
- A technology-rich environment where teachers and students collaborate, access information, and experience self-directed learning;

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- Consistent assessment practices that provide data that informs instruction and drives decisions;
- A focus on Professional Learning for the adults on campus;

Culture that Empowers

The Cottonwood School understands that the success of its educational program will thrive or perish based on the culture that the Charter School creates for the school community. The Cottonwood School's students and teachers alike have ownership over the learning experience and the school environment. Educators collaborate in disciplinary and interdisciplinary teams, use collaborative protocols to provide constructive feedback, and share the leadership of the learning community. In this way, professional culture at the ~~Charter~~ Schools mirrors the culture we hope to build for students.

The Charter School's founding team also strongly believes in the use of restorative practices to help the learning community repair harm and restore relationships. Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. These practices (social emotional practices/activities) will be used across all grades and content areas and will be scaffolded in detail through the Advisory classes at the Site-based Pathway; the team believes that Advisory is crucial to strengthening school culture.

A critical component of any school is the teaching faculty. Below are some guiding principles for Cottonwood School teachers:

- Teacher and student interactions exhibit courtesy and respect at all times, in and out of the classroom;
- Teachers design lessons that will spark the interest and draw in the adolescent to work. A strong emphasis is placed on the "whole to part" and "part to whole" learning throughout the lessons;
- As the guide/coach of adolescents, teachers de-emphasize competition and actively encourage cooperation among the students;
- Teachers develop their skill of creating academic work that fosters a sense of hope and progression for the human spirit.

WASC Timeline

- September 2019 – Submit ACS WASC Affiliation request;
- Fall 2019 – Submit the initial visit school description report;
- Spring 2020 – On-site initial visit;
- June 2020 – Commission action.

The Cottonwood School Educational Pathways include Home Study and Site-Based High School**Home Study Pathway**

Home Study pathways are designed to meet the needs of many different types of all students:

- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

Student Learner Outcomes for Home Study Pathway

- ***Knowledge and Thinking*** – Students will develop the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- ***Agency*** – Students will develop a growth mindset and take ownership over learning.
- ***Collaboration*** - Students will develop the ability to be a productive member of diverse teams, through strong interpersonal communication and a commitment to shared success, leadership, and initiative.
- ***Oral Communication*** - Students will develop the ability to communicate knowledge and thinking through effective oral presentations.
- ***Written Communication*** - Students will develop the ability to effectively communicate knowledge and thinking through writing

Research-Based Instructional Strategies for Home Study Pathway

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in the Cottonwood School's curricula and instruction. These strategies are effective for all student

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populations, including general education, GATE, English learners, special education, and at-
promiserisk students:

- Curricula makes use of Marzano’s highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in online curricula receive instant feedback on their level of proficiency of these learning objectives.
- Curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provide learning objectives at the lesson and/or unit level.
- Curricula challenge students to generate and test hypotheses in science labs and experiments.
- Many Cottonwood School curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based Online Learning for Home Study Pathway

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

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Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning.
- Online Learning Is Effective: "Equal or Better": "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning." (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching." (p. 25) Today's students are different from yesterday's. The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers."
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
 - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

Instructional Strategies for Home Study Pathway

In the personalized education pathways for Home Study students, The Cottonwood School provides flexible pathways to align with the Charter sSchool's learning philosophy.

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The Cottonwood School prides itself on the proficiency-based learning model being implemented through personalized educational pathways. The Cottonwood School provides the following instructional pathways as options for students to have a truly personalized education:

- Online pathway (Grades K-12)
- Textbook pathway (Grades K-12)
- Custom-designed pathway (Grades K-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with Common Core ~~s~~State ~~s~~Standards checklists to verify course completion. TCS uses several online learning platforms to meet the diverse learning needs of our students. Odysseyware, Time4Learning, K12/Fuel Education, and McGraw-Hill are a few examples of courses grades K-8 students use. Edgenuity offers courses for students in grades 6th-12th.

TCS allocates enrichment funds for each student, from which teachers guide and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways.

For students in grades 9th-12th, TCS's graduation pathway allows students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The TCS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. Teachers lead students through specific learning tasks to demonstrate mastery of each subject. ~~Highly~~Well-qualified high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

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The Cottonwood School uses several online learning platforms to meet the diverse learning needs of our students. Odysseyware, Time4Learning, K12/Fuel Education, and McGraw-Hill are a few examples of courses grades K-8 students use. Edgenuity offers courses for students in grades 6th-12th.

The Cottonwood School allocates enrichment funds from which teachers select and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways. For students in grades 9th-12th, TCS's graduation pathway allows students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The TCS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Home Study pathways are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans.
- Online and textbook pathways have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to the Cottonwood School with particular needs that may not be addressed in traditional school settings, and Cottonwood School's individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum.

Families enrolled in the Tk-8 homeschool program engage in principles and practices for student growth and learning as their flexibility allows them opportunities for diverse learning environments and student-driven activities and projects. Credentialed teachers will provide guidance and support, should the parents need it, in designing projects and/or activities that reflect the expected Cottonwood learning outcomes to ensure success and grade-appropriate progression throughout the year.

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More than 100 courses including electives and foreign language will be offered to students. Every course offered, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix C.

K-8 Curriculum for Home Study Pathway

Cottonwood School students in grades K-8 may enroll in the online, textbook, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to ~~CCSS and CSS~~State Standards, including Next Generation Science Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's Learning Plan, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods used to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenging problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

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The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix C.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed.

High School Curriculum for Home Study Pathway

Cottonwood School students in high school may enroll in coursework in the online, textbook, custom-designed, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, and custom-designed instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to ~~CCSS and CSS~~State Standards, including Next Generation Science Standards. Courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

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- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in A-G eligible science courses participate in live, in-person wet lab activities of which 20% are hands-on activities taught by a highly-qualified science teacher at a centrally located site. Sites may include temporary use of libraries, churches, community centers, or district classrooms if space was available. These facilities would be rented as needed. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

The online, textbook, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support

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from highly well qualified content teachers. Detailed course descriptions are attached in Appendix C.

Articulated and CTE courses for Home Study Pathway

The Cottonwood School will leverage the partnerships and professional networks of the founding team to ensure that its students have access to courses that are articulated with the local Community College District. Articulation provides a process to align curriculum and instruction providing a seamless career pathway transition between courses, grades and schools at secondary institutions, community colleges and college/university levels. Articulation is open to all public high schools in California.

Additionally, the Charter School will collaborate with its partners and the school community to identify CTE pathways that align with student interests. One possible pathway might be a partnership with the Office of Water Programs at CSU, Sacramento that recently expressed interest in collaborating with members of the founding team.

The Cottonwood School recognizes that some students might need courses that can bridge them to the curriculum of an “a-g” course. The Charter School is fully committed to offering courses that will help increase access and opportunity for every Cottonwood School student.

These courses will be aligned with the ~~California Common Core State Standards, the Next Generation Science Standards for California Public Schools, and the California Content~~State Standards, as well as The Cottonwood School Learning Outcomes.

College Entrance Requirements for Home Study Pathway

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays the Cottonwood School’s high school grade level courses (with AP options):

Subject Area	9 th	10 th	11 th	12 th
English	English 9 A/B	English 10 A/B	American Literature English 11A/B	British and World Literature English 12A/B

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Math	- Algebra 1 A/B - Geometry A/B	- Geometry A/B - Algebra 2 A/B	- Algebra 2 A/B - Trigonometry/ Math Analysis A/B	- Trig/Math Analysis A/B - AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	- Chemistry A/B - Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	- American Government - Economics
Visual/ Performing Arts	- Art - Music	- Art - Music	- Art - Music	- Art - Music
Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	- Foreign Language - AP offerings
Electives	- Health - Life Skills	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other

Graduation Requirements for Home Study Pathway

The Cottonwood School will implement the graduation requirements that are adopted by the Cottonwood School's Board of Directors. The Cottonwood School's graduation requirements will meet or exceed the graduation requirements of the District.

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements. The Charter School shall comply with coursework and graduation requirements that have been extended to students who are migratory children or students participating in an English language proficiency program for newly arrived immigrant students consistent with Education Code sections 51225.1 and 51225.2, as amended by AB 2121 (2018).

Flexible Scheduling for Home Study Pathway

Home Study pathway students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English

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on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of the Cottonwood School.

Through the Management Systems in the online pathways, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow students to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can start and finish anytime.

A Day in the Life of a Charter School Student for Home Study Pathway

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Edgenuity website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going to be the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and relevance of different websites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Edgenuity website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

Personalized Support for Home Study Pathway

The Cottonwood School will support parents/guardians in how to support students by providing tips, workshops and multiple training opportunities on topics such as testing, teaching writing, math support, learning styles, different modalities, and data-driven educational practices.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

All students are academically supported by credentialed teachers who meet individualized educational needs. Our tiered academic intervention program gives parents, teachers, and students the needed support to aid in academic achievement on speech, writing, and math for students needing support. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed three times a year with an internal benchmark such as the Star 360 assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics helps teachers and schools determine how students are performing on important ELA and Math skills.

Beginning with the 2020-21 school year, TCS will comply with requirements to provide students with information on how to properly complete and submit the Free Application for Federal

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Student Aid (FAFSA) or the California Dream Act application, as appropriate, at least once before the student enters grade 12, pursuant to Education Code section 51225.8, as added by AB 2015 (2018).

Technology/Enrichment Support for Home Study Pathway

The Cottonwood School allocates each student with an enrichment funds account from which the teacher may select and approve a learning platform for the student, and any needed technology items. Technology purchases are covered by the student's allotment of curriculum funds. Part of the reason the textbook pathway is included is because it is not reliant on technology devices. However, funds are set aside for ongoing replacement of technology. All the devices are inventoried, barcoded, tracked, and configured for remote access by the Technology Department.

The Cottonwood School supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 5,000 vendors. Vendors consist of businesses that provide services such as fine art, music, sports and tutoring. Product vendors may offer items such as books, art supplies, and supplemental educational materials or supplies such as paper, pencils, ink and technology. Vendors reach out to us for approval through our families. A family can request The Cottonwood School to reach out to a vendor in their area to see if they can be approved for services. Cottonwood School students can only work in person with approved vendors.

Approved vendor information is displayed on our Enrichment Ordering System, where families can search for specific vendors and place their order requests. In order for a vendor to become approved, our vendor team will first determine if the business is educational and non-sectarian. If the business is deemed suitable, The Cottonwood School requires the following documentation to be submitted:

- Proof of liability insurance
- W-9 Form
- Vendor agreement

The vendor must also complete a vendor application prior to approval. An approved Vendor needs to renew the Vendor Agreement each school year. According to the Vendor Agreement, each vendor shall ensure its employees, agents, and contractors working directly with The Cottonwood School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. In addition, vendors are required to maintain current liability insurance. Invoices should be submitted for payment at the time the services are completed. Part of the contract TCS has with the service provider includes a team dedicated to vendor management which carefully reviews all vendors and monitors them throughout the year. TCS also has staff who visit and support vendor relationships. All non-consumable resources must be returned to the [Charter sSchool](#), so they can be checked out to other students.

Attendance Guidelines for the Home Study Pathway

TCS will offer at least the minimum number of instructional days per year required by law and will expect students to complete academic work and/or participate in school activities on all those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. TCS's 2020-2021 academic calendar is attached as Appendix B.

Independent Study Legal Compliance for the Home Study Pathway

TCS will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that TCS will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law, and TCS must file for a funding determination as a condition of funding. Attached as Appendix A, please find TCS's independent study policy.

Record Keeping System for Online Courses for Home Study Pathway

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of Learning Plans. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Site-based Pathway

"Follow the child, they will show you what they need to do, what they need to develop in themselves and what area they need to be challenged in." – Maria Montessori

This pathway, influenced by Montessori principles, values the skills highlighted by the Partnership for 21st Century Skills (P-21): Communication, Collaboration, Critical Thinking, and Creativity.

Student Learner Outcomes for the Site-Based Pathway:

COMMUNICATION

Students will engage in constructive, critical conversations by listening, responding, questioning and conveying ideas in diverse settings.

COLLABORATION

Students will engage with fellow classmates, staff and consult with community experts to increase innovation and to achieve a common goal through shared responsibility.

CRITICAL THINKING

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Students will engage in conceptualizing, analyzing and synthesizing to draw conclusions.

CREATIVITY

Students will move beyond comprehension to innovate in and outside the classroom setting.

The Site-Based Pathway is a Montessori inspired high school. This pathway, as part of The Cottonwood School, seeks to educate using a combination of Montessori education core components, as developed by Maria Montessori, and project-based learning (PBL) pedagogy. Dr. Montessori believed that a combination of intellectual and hands-on activities was the best curriculum for the dynamic stages of child development.

Secondary students (9-12) in the Site-Based Pathway will experience learning that integrates its philosophy with the ~~Common Core State Standards, the Next Generation Science Standards for California Public Schools, and the California Content~~State Standards. The schoolwide learning outcomes are embedded within each project.

Core Components of Montessori Education for the Site-Based Pathway

Dr. Montessori never developed a full curriculum for adolescents, but she gave specific guidelines for adolescent programs and wrote her observations about adolescents and how they learn. Using her writings on the adolescent and the guidelines for her elementary school curriculum, The Site-Based Pathway tailors these ideas to design effective, challenging, and interesting curriculum for students.

- Student-centered classroom with a sense of community and empowerment;
- Advisory is used as a tool to develop respect, listening skills, insight, and understanding; becomes a building block for community;
- Curriculum that encourages both convergent and divergent thinking; developed by passionate teachers;
- Hands-on work that connects themes and concepts learned in class;
- Multi-layered projects that allow for a variety of modes of learning;
- Blocks of work time that last for at least 1.5 hours;
- Variety of instructional and assessment practices;
- Clear objectives, rubrics, and tools for self-evaluation;
- A focus on service with the support of instructional lessons;
- Curriculum includes “action” in Earth stewardship and humanity that leads to a sense of hope and progression of the human spirit;
- Implementation of schoolwide beautification and maintenance to structure care of the environment that leads everyone to the feeling of responsibility.

Project-Based Learning (PBL) for the Site-Based Pathway

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Project-based learning is the utilization of meaningful projects to encourage and practice critical thinking processes in a contextual, creative, and collaborative manner. As such, PBL is at the heart of our instructional approach. Students work to answer challenging questions and complex problems. Students not only learn content through the projects, but they also learn to apply the content when faced with authentic problems. They practice inquiry to answer a driving question, problem, or challenge and perform research, group work, and critical thinking to complete their objectives. In the process, students also acquire 21st century skills such as technology proficiency and communication to create high quality final authentic products that mimic real world situations.

The Buck Institute for Education (2009) states researchers in the last forty years have found “the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement, and encouraging student motivation to learn.” PBL allows for differentiation in instruction and assessment through workshops, one on one, group work, and rubrics that define the desired expectations. Additionally, students whose performances exceed expectations are challenged to stay engaged while providing necessary academic support for students who need it.

When you walk into a PBL classroom, you will see the following for the Site-Based Pathway

- If possible, tables are arranged in a manner that encourages collaboration;
- Students who can tell you:
 - What project that they are working on;
 - Who is in their group;
 - What their individual responsibility is within the group;
 - How they will be assessed on the project;
 - What the final product of the project should be;
 - The learning outcomes that they must address;
- Evidence of use of technology to aid in instruction;
- The great majority of students engaged;
- Teachers modeling appropriate behavior and a focus on student work;
- Teachers who can show evidence of:
 - What project the students are working on, and the next projects through the curriculum map;
 - Their strategy for grouping students for the current project and scaffolds;
 - The basic ideas/standards and essential question that the project is addressing;
 - How they are using the course calendar and/or a project page in ECHO to support student learning;
 - What learning outcomes are being addressed within the project;
 - Show planning forms for project and curriculum;
- Interaction between the teacher and students that indicates respect and high expectations.

You will see the following at least once a week for the Site-Based Pathway

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- Students working together in groups, discussing a scaffolding assignment or the overall project;
- Students checking their grades online;
- The teacher meeting with a group, or with representatives from all the groups;
- The students assessing each other using the online collaboration rubric;
- The teacher providing short sequenced direct instruction and/or guided practice with skills needed for completion of the project;
- In a science classroom, students gathering data via direct measurements/and or research;
- Students using the course calendar and/or the project page to find necessary information for the class;
- Students and/or teacher revisiting the Know/Need to Know list to guide progress on the project;
- The teacher engaging in formative assessment.

You will see these indicators at least once per project for the Site-Based Pathway

- Students being introduced to the entry document/event, and developing the know/need to know list;
- Students developing contracts in groups;
- Students practicing presentations or preparing for the final product;
- Students presenting, or engaging in some sort of culminating activity for the project;
- Students taking a test, or some other individual formative and summative assessments;
- Students and teacher debriefing the project, exploring what worked/didn't work, etc.

Articulated and CTE Courses for the Site-Based Pathway

The Cottonwood School will leverage the partnerships and professional networks of the founding team to ensure that its students have access to courses that are articulated with the local Community College District. Articulation provides a process to align curriculum and instruction providing a seamless career pathway transition between courses, grades and schools at secondary institutions, community colleges and college/university levels. Articulation is open to all public high schools in California.

Additionally, the Charter School will collaborate with its partners and the school community to identify CTE pathways that align with student interests. One possible pathway might be a partnership with the Office of Water Programs at CSU, Sacramento that recently expressed interest in collaborating with members of the founding team.

Academic Program for the Site-Based Pathway

The Cottonwood School course of study blends ~~Common Core~~State Standards, project-based learning, and 21st Century Skills with the philosophy of Montessori. Incorporating TCS values

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with the spiraling curriculum deepens understanding leading to student agency—where a student has a growth mindset to take charge of their own learning.

The Cottonwood School students are expected to complete the courses required for graduation. Students are encouraged to pursue an internship, special project or other endeavor with the guidance of an advisor for credit towards graduation.

Community Meetings

In a relaxed, open environment students are able to respectfully express themselves. Community meetings support student agency through mindful engagement as a participant and through leadership development as a facilitator.

Advisor

Advisory is all four years with the same group of students and same advisor. Advisors help students find educational resources, assist students to target key academic learning goals, work with mentors to ensure the rigor of internships, and actively involve parents in their student's education.

Collaboration/Garden/Personal-Reflection

Time built-in to the daily schedule allows for individual and/or small group tutorial time for students (with teacher guidance when needed).

Field Studies

To foster agency, students are encouraged to explore their own interests by participating in week-long field studies linked to various themes and academic work. These may include mini courses, local and international trips.

Service Learning

Service learning opportunities allow students to become knowledgeable in specific areas of interest while serving local and global communities.

Graduation Requirements for the Site-Based Pathway

TCS Graduation Requirements	
English	40 credits
History/Social Science	

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World History	10 Credits
US History	10 Credits
US Government	5 Credits
Economics	5 Credits
Mathematics (must include Algebra 1)	30 Credits
Laboratory Science	
Biology	10 Credits
Chemistry	10 Credits
Physics	10 Credits
Visual and Performing Arts	10 Credits
Language Other Than English	20 Credits
College Preparatory Electives	70 Credits
Total Credits Required	230 Credits

By Graduation, All Students Will

- Plan and participate in one field study a year**
- Attempt an independent Design Thinking venture**
- Give multiple presentations including performances to the community**
- Plan and participate in service learning each year**

The Cottonwood School will implement the graduation requirements that are adopted by the Cottonwood School's Board of Directors. The Cottonwood School's graduation requirements will meet or exceed the graduation requirements of the District.

The Cottonwood School (includes all pathways)

Curriculum, Scope and Sequence, Implementation of CCSS/NGSS/CCSSState Standards

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Site administration and the experience and expertise of The Cottonwood School's teaching staff, the Charter School's teachers will develop curriculum and a scope and sequence that is aligned to the ~~CCSS~~State Standards, NGSS, and CCS. The work will begin in July of 2019 and continue throughout the year during Professional Development Time.

A-G Courses

The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. The Cottonwood School will ensure that a majority of its courses are approved by UC and appear on the institution's "a-g" course list. These courses will be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

A-G subject requirements

- History/social science ("a") – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- English ("b") – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- Mathematics ("c") – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory science ("d") – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- Language other than English ("e") – *Two years* of the same language other than English or equivalent to the second level of high school instruction.
- Visual and performing arts ("f") – *One year* chosen from dance, music, theater or the visual arts.
- College-preparatory elective ("g") – *One year* chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

The Cottonwood School will employ an experienced counselor who will ensure that courses are properly submitted to UC for "a-g" approval using the A-G Course Management Portal (CMP). The counselor will support the teaching staff in making sure courses meet the subject-specific course criteria established by the UC faculty so that the courses get added to The Cottonwood School's "a-g" course list.

Technology-Rich Environment

The Charter School will maintain a technology-rich environment where teachers and students collaborate, access information, and experience self-directed learning. While learning at the Charter School will not always require a device, the Charter School will have a 1:1 student to device ratio in classrooms.

Professional Learning

One of the elements that the California State Legislature passed the Charter Schools Act (1992) to accomplish was to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. One way that the Charter School seeks to accomplish this is to empower teachers to strengthen and collaborate on the Curriculum & Instruction as well the Logistics & Operations aspects of the Charter School's educational program.

Interventions**Assessment Practices to Inform Instruction**

"Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning."

– Grant Wiggins

The Charter School will devote significant time and resources in developing a culture of feedback through formative assessment in its teaching staff. This topic will be discussed more extensively in Element 3 of this petition. However, The Cottonwood School strongly believes that formative assessment can be highly effective in raising the level of student achievement, increasing equity of student outcomes, and improving students' ability to learn.

Additional Supports for Targeted Students

One of the benefits of a small school is the ability for the teachers, staff, and administration to make a personal connection with each of the students and understand a student's unique needs. Each student who enrolls in The Cottonwood School is an individual; with his/her own learning style, experiences, interests and goals. The Charter School's staff will strive to meet all students where they are and help them to build upon their strengths with the goal of preparing students for their tomorrow.

Ongoing formal and informal assessment through both teacher observation and student self-evaluation and reflection will indicate the need for differentiated support so that every student is both successful and challenged in their high school career. Parent involvement will also play an integral role in supporting the achievement of each student.

Support for Students Performing Below/Above Grade Level**Professional Learning Communities**

In order to challenge, support, and engage all students, teachers at The Cottonwood School will use a PLC model of collaboration to answer the following four questions:

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1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know students are learning? (Assessment)
3. How will we respond when students are not learning? (Intervention/Low Achieving Students)
4. How will we respond if students already know it? (Gifted/High-Achieving Students)

Academically High-Achieving Students

TCS's intention is to highlight our students who are high achieving through ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of the college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

Academically gifted students will be encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their Advisory teacher, will determine personal goals that assure a well-rounded educational experience. High school students may be encouraged to enroll at the local community colleges. Through these opportunities, students enroll in and take college level classes, creating a college transcript and earning college credit.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

One example is, membership through the National Junior Honor Society and National Honor Society. National Junior Honor Society (NJHS) is offered to 7th - 9th grade students who have a 3.0 GPA, while National Honor Society is for students 10th - 12th with a 3.5 GPA. Both honor groups require students to complete a written application and personal essay. Once accepted, students meet monthly in a virtual format with students across the state. A governing board for each NJHS/NHS is voted by the members for the positions of President, Vice President, and Secretary. Each position has specific requirements and responsibilities. All students are required to create and execute individual and schoolwide service projects. School-wide projects are suggested by proposal and voted on by the members. Students are encouraged to

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create persuasive presentations advocating for the schoolwide service work project. Students are also given the opportunity to meet locally at in-person meetings. Students are encouraged to step forward in leadership by doing research into service projects, contacting community leaders and gathering support in planning and executing the local projects. The students in both groups are present at various school activities providing support for event activities, encouraging student friendships and positive school morale.

TCS continues to provide high school students with opportunities to participate in intercollegiate competitions. Currently, TCS is invited to participate in Academic Decathlon. Students may take this as an AG Elective or participate at a club level. Students who take the full course level also have the opportunity to earn college credits. Each student studies 7 content areas - history, literature, science, math, art, music, and economics focused on a common theme that changes from year to year. The theme for the 2019-2020 school year was "In Sickness and Health". Students choose two heavy subjects and two light subjects that they agree to focus/master on for the duration of the course. Students are highly encouraged to study all subjects, however, and take weekly quizzes in these sections. Decathletes must also write and present a 4-minute speech on a self-chosen topic as well as deliver a 2-minute impromptu speech. Students participate in two days of testing for regional competition in the winter followed by the opportunity to continue to the state level in the spring if the team qualifies. Students meet weekly, alternating with virtual and in-person sessions. Team meetings include guest speakers who are experts in their fields to include writing, essay, and interview intensives. Participants create promotional materials - flyers, social media postings, videos, and oral presentations to inform others of the opportunity to build the next year's team.

Qualifying high school students can participate in concurrent enrollment with local community colleges. The courses may be academic or an elective. This opportunity provides students with the ability to receive high school and college credit while attending TCS. AP courses are also offered for high school students where they have the opportunity to earn college credits. Middle school students may take high school level courses in the four core subjects, when approved, and may also start their world language progression early, if desired.

Academically Low-Achieving Students

Students not achieving at expected levels will also be party to the creation of personal educational goals along with their mentors, Advisory teacher, and parents. Site-based class activities are structured to work especially with differences in learning styles and abilities, in particular by providing students voice and choice in project creation and direction. Teachers will have the opportunity for training in specialized methods to meet the needs of those who struggle with academic and emotional growth.

TCS will utilize the Multi-Tiered System of Support (MTSS) model to provide multiple levels of support to all learners, especially those significantly below grade level. Staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and

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strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based on the internal assessment diagnostic. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

An example of a program for struggling readers is Reading Horizons. The program focuses on a multi-media phonics software program. Reading Horizons is one example of several online supplemental programs to assist with struggling readers. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

TCS students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a teacher content specialist. Literacy development is supported, for below proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing, and composition.

The Cottonwood School will provide support to parents/guardians by offering tips, workshops, and training. Teachers can model and assist students and parents/guardians with helpful strategies for outstanding direct instruction, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, TCS would assemble our SST team and evaluate the student using internal benchmark data to evaluate reading and math skills and evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher, support staff or a tutor. Using adaptive screeners and diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student needs.

The Cottonwood School will utilize a Student Success Team (SST) process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

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The SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These stakeholders may include but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, TCS can implement the following strategies:

- Modify and reduces lessons as assigned by the student's Learning Plan
- Provide remedial instruction
- Provide one on one and small group support

If the problem continues after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Students will also be supported by a block schedule that provides them additional opportunities/time to successfully complete course, the advisory structure, and tier 2 and tier 3 interventions built into the instructional day in the form of Tutorials on Tuesday and Wednesday, and reassessments in Advisory on Thursdays for every student.

Plan for English Learners

The Cottonwood School values rich cultural diversity present in the community it seeks to serve. The Charter School will receive students for whom English is a second language. The teachers and staff in The Cottonwood School will, therefore, make special efforts to ensure the academic success of these English Learners.

TCS will meet all applicable legal requirements for English Learners (ELs) including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents/guardians, student identification, placement, program options, English language and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. TCS will implement strategies for serving EL students which are research-based and evaluated annually for effectiveness. See full EL Plan in Appendix F.

In collaboration with efforts within the District, the Charter School will provide the following

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for these students:

- Follow all applicable legal requirements for English Learners relative to Home Language Surveys, annual notification to parents, student identification, appropriate student placement, and program options;
- Access to both the Charter School's core curriculum and to structured English support instruction;
- Annual assessments to ensure that students are receiving proper instruction;
- Qualified teachers who are prepared to work with English Learners;
- Opportunities through standardized testing and other assessments for students to be reclassified;
- Ongoing monitoring and evaluation of the programs and activities targeted to English Learners.

Teachers work together and with parents and classified support staff to provide appropriate instruction for EL students. The Charter School supports these efforts through training in English Language Development for teachers and the translation of school documents and meetings for parents.

Education Code section 313.1: Added new definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner." (Effective 1/1/16)

In addition to providing professional development for all staff on SDAIE strategies, the Charter School's staff will also collaborate during weekly Professional Learning Time to improve the implementation of these strategies as well as pedagogy aimed at helping all subgroups. The Charter School will add Bridge courses to the master schedule to further support the EL population and develop best practices that can be shared throughout the staff. From an Operations & Logistics standpoint, the Charter School's administration will monitor and ensure that all steps that can be utilized to assist in reclassification effort will be made.

ELPAC Testing

The Charter School will follow all ELPAC testing timelines to ensure students receive proper instruction and the opportunity for reclassification.

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

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● Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. ~~All students who indicate that their home language is other than English will be given the ELPAC test within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.~~

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

In summary, the professional staff at the Charter School will work with their colleagues in the District to develop and implement policies and practices that will ensure proper placement, instruction, evaluation, and communication with English Learners and their parents.

English Learners and Core Instruction

The Charter School will provide instruction to support English Learners in developing the skills needed to meet state standards. All teachers at the Charter School will possess the

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appropriate CLAD or BCLAD certification as required by the District and the Charter School. Additionally, teachers will utilize Professional Learning Time to collaborate about EL concerns and share strategies for effectively teaching the Charter School's EL students.

The Charter School's model of collaboration, presentation, and oral communication offers continuous opportunities to hear and speak English. The safe and supportive school environment supports students when trying to overcome the obstacles of communicating in a new language. SDAIE strategies will be used in classes to support students to see visually the content of the lesson which supports EL development. In addition, the Charter School will add Bridge courses to the master schedule as student need dictates to support student academic success.

To support English Learners, The Cottonwood School will:

- Assesses students annually;
- Reclassifies ELL students when they achieve English proficiency;
- Provides high quality professional development in EL strategies for teachers;
- Fosters parent and community involvement to support EL development;
- Notifies parents annually of their student's progress.

Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEIA"). Pursuant to California law, The Cottonwood School will admit all Special Education students who apply and will conduct a thirty (30) day interim IEP meeting to discuss if The Cottonwood School is the correct placement for a student's long-term success.

TCS will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). TCS is a current member of the El Dorado County Charter SELPA and is in good standing.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a

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disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by appropriately qualified personnel.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA of which it is an LEA member. The Charter School will be operated by The Cottonwood School, a California Nonprofit Public Benefit Corporation, thereby granting Buckeye Union Elementary immunity from liability for debt/obligations of the charter per Ed Code 47604(d)€.

Staffing

As an LEA, The Cottonwood School will provide and/or procure and manage all activities related to assessment, individualized education ~~program~~plan (IEP) development, and service provision. TCS will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of TCS students.

To ensure that all students receive appropriate services, TCS will use service delivery methods appropriate to a learning model that meets individual student needs and that adheres to the least restrictive environment obligation of IDEIA. TCS will meet all the requirements mandated within

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a student's IEP. TCS seeks to include all students with special needs with their non-disabled peers to the maximum extent appropriate with accommodations and supports listed within their IEP.

All special education services at TCS will be delivered by individuals or contracted agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter ~~S~~school staff shall participate in all mandatory and recommended LEA and SELPA in-service training relating to special education.

As an LEA member of a SELPA, TCS will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students.

Notification and Coordination

TCS shall follow applicable law and SELPA policies regarding the discipline of special education students. TCS will hold manifestation determination meetings for all eligible and suspected eligible special education students as required by law.

Identification and Referral

TCS will comply with IDEIA child-find requirements by following SELPA child-find procedures to identify all students who may require an assessment to consider special education eligibility and determine special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

TCS utilizes the Multi-Tiered System of Support (MTSS) model to provide a tiered level of support to all learners including those who are below grade level. Staff identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. If despite the tiered support, the student does not make adequate progress TCS staff can make a referral for special education assessment.

TCS can also conduct a Student Study Teams (SST) meeting for students who are identified as needing individualized interventions. An SST composed of the student's parent/guardian, home

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school teacher and one or more TCS staff members that are responsible for identifying the student's needs and developing a plan. The plan supports the student to be successful, including, but not limited to, the appropriate supplemental support, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. TCS may also choose to refer a student for specialized support through the provisions of a Section 504 Plan, if appropriate. Parents/guardians are informed that special education and related services are provided at no cost to them.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments used for determining eligibility for specialized instruction and services will include, but not limited to: formal and informal assessments, observations, interviews, review of school records, reports, and work samples, parent/guardian input. As an LEA, TCS will determine what assessments, if any, are necessary and arrange for such assessments for referred (initial eligibility determination) or eligible (redetermination of eligibility) students in accordance with applicable law. TCS shall obtain parent/guardian consent to assess Charter School students as specified by state law.

Upon completion of the assessment, the IEP team is assembled to review the results of the assessment and determine the student's need for special education. TCS is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents/guardians are provided with written notice of the IEP meeting, and the meeting is held at a mutually agreeable time via an online virtual platform.

IEP Meetings

The Charter School shall arrange and give notice to the parent for each IEP meetings. IEP team members shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

TCS shall arrange and give notice to the parent for each IEP meeting. IEP team members shall be in compliance with state and federal law. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- An LEA Administrative Designee
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the student may be invited as needed. TCS views the parent/guardian as a key stakeholder in these meetings and makes every effort to accommodate parents'/guardians' schedules and needs so that they are able to participate effectively on the IEP team. TCS provides an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process.

IEP meetings are held according to the following schedule:

- At least yearly to review the student's progress and make any necessary changes
- At least every three years to review the results of a mandatory comprehensive reevaluation of the student's continued eligibility
- After the student has received a formal assessment or reassessment
- When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's/guardian's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When TCS seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of his or her disability

IEP Development

TCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to its IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

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TCS shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA policies. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress with timely reports on the student's progress as provided in the student's IEP's goals. Unless otherwise specified on the student's IEP, parents/guardians are informed of the student's progress toward meeting annual goals with the same frequency as progress is reported to all students and parents. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

TCS serves students with a wide range of needs from all 13 special education eligibility categories. TCS is committed to employing and/or contracting with agencies for all required special education services. All services will be provided by licensed or credentialed service providers as required by state and federal law. Students at TCS who have IEPs are served in the Least Restrictive Environment (LRE). LRE starts with virtual services and progresses through a continuum that could include in-person services by school special education staff or a contracted provider at an appropriate location near the student's home. Face-to-face services could take place at public places such as libraries or at the special education service provider's place of business.

Interim and Initial Placements of New Charter School Students

TCS shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a

new IEP, if appropriate that is consistent with federal and state law.

Funding

TCS understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. The Cottonwood School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education.

Commitment to Professionalism

The Cottonwood School pledges to be a professional partner with the District to ensure that all statutes are understood, communicated with The Cottonwood School's Community, and implemented with fidelity. The Charter School will collaborate with the District to fulfill all present and future legal requirements. In addition, The Cottonwood School will participate in all District Accountability and Compliance efforts to ensure the Charter School's obligations are met regarding the Charter School's educational program.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated,~~ by the charter school. - Education Code Section 47605(cb)(5)(B).

Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605-~~6~~(cb)(5)(A)(ii) and 47605-~~6~~(cb)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d), as identified in the table below.

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

The Charter School shall submit the LCAP to the District and the El Dorado County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Annual Goals for the State Priorities

Below are The Cottonwood School's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, ~~or the nature of the program operated,~~" by TCS." Where the goals below indicate a period "over the charter term," the annual goal is to maintain or make progress toward the overall goal:

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

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SUB-PRIORITY A – TEACHERS	
Goal to Achieve Sub Priority	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
Actions to Achieve Goal	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; site administration will annually review credential status.
Measurable Outcome	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
Methods of Measurement	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
Goal to Achieve Sub Priority	100% of pupils will have access to standards-aligned materials and additional instructional materials necessary for our educational program.
Actions to Achieve Goal	All instructional materials purchased will be aligned to CA Common Core State Standards, the Next Generation Science Standards for California Public Schools, the California Content Standards, and aligned with our charter petition.
Measurable Outcome	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Methods of Measurement	Principal or designee will review all instructional materials before purchase pursuant to E.C. § 60119.
SUB-PRIORITY C – FACILITIES	

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Goal to Achieve Sub Priority	The school facilities are maintained in good repair pursuant to Education Code section 17002(d).
Actions to Achieve Goal	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
Measurable Outcome	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
Methods of Measurement	Monthly site inspection documents prepared by site staff and Annual Facility Inspection Reports prepared by Principal or designee and site Safety Committee.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUB-PRIORITY A – CCSS IMPLEMENTATION	
Goal to Achieve Sub Priority	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
Actions to Achieve Goal	Identify and participate in intensive professional development and trainings on the CCSS.
Measurable Outcome	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS to be conducted during the Staff Work Days and/or professional development throughout the year.
Methods of Measurement	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

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Goal to Achieve Sub Priority	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
Measurable Outcome	Annually, EL students will average a 20 point growth in RIT score as measured on NWEA MAP Growth (or similar) in Language Use, Reading, and Math.
Methods of Measurement	NWEA MAP Growth assessments (or similar.)
SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
Goal to Achieve Sub Priority	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate in-class instructional support which includes structured English language development, small group teacher support, and usage of SDAIE strategies. Teachers of EL students will participate in professional development activities to implement the current ELD standards.
Measurable Outcome	The Charter School will increase the number of EL students who move up one performance level on the ELPAC by 5% annually.
Methods of Measurement	Student performance on ELPAC Assessment, NWEA MAP Growth (or similar) assessments, and reclassification documentation.

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation including in programs for unduplicated pupils and individuals with exceptional needs

SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
Goal to Achieve	Maintain active parent participation.

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Sub Priority	
Actions to Achieve Goal	In the fall, parents will be encouraged to participate in supporting positive collaborative school relationships, parent involvement in school activities, and advising the school on matters related to strengthening the school.
Measurable Outcome	Annually, the Parents will participate in a parent feedback survey.
Methods of Measurement	Survey results.
SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION	
Goal to Achieve Sub Priority	The Charter School will host a variety of school events for parents to encourage participation and a deeper understanding of the school's mission and vision.
Actions to Achieve Goal	School administration will work with the parents, student leadership, and community partners to organize and host events for students and parents during the school year. These events will include but are not limited to back-to-school night, open house, College and Career Fair, exhibitions of student work, and student recognition events.
Measurable Outcome	The Charter School will host a minimum of four school events annually (once per Term).
Methods of Measurement	Parent sign-in sheets, event fliers, school calendar, and social media posts.
SUB-PRIORITY C	
Goal to Achieve Sub Priority	Solicit parent feedback via annual satisfaction surveys.
Actions to Achieve Goal	Annually, the Charter School administration will conduct a school satisfaction assessment to generate strategies for improvement. Results of parent satisfaction surveys will be utilized to inform actions.

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Measurable Outcome	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated surveys.
Methods of Measurement	Results and reports of community satisfaction surveys will be shared with parents, and staff upon completion of its results and analysis.
SUB-PRIORITY D	
Goal to Achieve Sub Priority	The Charter School will host family and community events annually.
Actions to Achieve Goal	The Charter School administration will identify opportunities and events to create and nurture community on campus.
Measurable Outcome	At least four school events will be held throughout the academic year (once per Term).
Methods of Measurement	Parent sign-in sheets, event fliers, school calendar, and social media posts.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
- ~~B. The California School Dashboard~~
- ~~C.~~ Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- ~~D.~~ Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)
- ~~E.~~ EL reclassification rate
- ~~F.~~ Percentage of pupils who have passed an AP exam with a score of 3 or higher
- ~~G.~~ Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

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Goal to Achieve Sub Priority	The Charter School students, including all student subgroups, will meet or exceed the standard, or demonstrate scale growth, on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
Actions to Achieve Goal	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; use of instructional technology; Tutorials to support instruction and student learning.
Measurable Outcome	Annually, at least 95% participation rate in the CAASPP statewide assessments; 70% of students at every applicable grade level, including all subgroups, will meet or exceed the standard in the areas of English Language Arts/Literacy and Mathematics or overall proficiency rates will grow by 3% annually.
Methods of Measurement	CAASPP Score reports.

SUB-PRIORITY B – THE CALIFORNIA SCHOOL DASHBOARD

Goal to Achieve Sub Priority	The Charter School students, including all student subgroups, will meet the annual Growth Target, or equivalent, as mandated by the CA State Board of Education.
Actions to Achieve Goal	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; use of instructional technology; Tutorials to support instruction and student learning.
Measurable Outcome	100% of students, including all student subgroups, will meet the Annual Growth Target or equivalent as mandated by the CA State Board of Education.
Methods of Measurement	CAASPP Score reports; CA DataQuest summary and California School Dashboard Reports or equivalent as determined by the CA Department of Education.

SUB-PRIORITY ~~C-B~~ – UC/CSU COURSE REQUIREMENTS (OR CTE)

Goal to Achieve Sub Priority	The Charter School graduates will work towards completion of all courses required for UC and/or CSU admission or meet the CDE definition of “prepared” on the CDE College and Career Indicator Model.
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Actions to Achieve Goal	School counselors, administrators and teachers will work with all the Charter School students to ensure a clear pathway to meet UC/CSU requirements or CTE pathway completion. The Charter School will work to ensure the course offerings and master schedule enables students to complete necessary state requirements to be considered prepared for college and career.
Measurable Outcome	100% of all the Charter School's graduates will be designated as "prepared" for college and career or the school will make a 3% annual growth in the number of graduates meeting the state standard for students being designated as "prepared".
Methods of Measurement	Student data on course completion, transcripts, college admission statistics.

SUB-PRIORITY ~~D-C~~ – EL PROFICIENCY RATES

Goal to Achieve Sub Priority	EL students will advance at least one performance level per the ELPAC each academic year.
Actions to Achieve Goal	EL students will receive in-class instructional support including structured English language development, small group teacher support, use of SDAIE and ELD instructional strategies
Measurable Outcome	The Charter School will increase the number of EL students who move up one performance level on the ELPAC by 5% annually.
Methods of Measurement	ELPAC Score Reports; EL Reclassification documentation maintained by site staff; ELD curriculum assessments and annual report cards.

SUB-PRIORITY ~~E-D~~ – EL RECLASSIFICATION RATES

Goal to Achieve Sub Priority	EL students will be reclassified as Fluent English Proficient annually.
Actions to Achieve Goal	EL students will receive in-class instructional support which includes structured English language development, small group teacher support, usage of SDAIE and ELD instructional strategies.
Measurable Outcome	At least 10% of EL students will be reclassified as Fluent English Proficient annually.

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Methods of Measurement	Analysis and review Annual Reclassification rates.
SUB-PRIORITY F-E – AP EXAM PASSAGE RATE	
Goal to Achieve Sub Priority	The exam passage rate for AP courses taken by the Charter School's students will be equal to or better than the state average.
Actions to Achieve Goal	The Charter School may offer AP courses annually and will work with students enrolled in AP courses to encourage AP exam participation. Financial aid will be made available to any student not able to afford the AP exam fees.
Measurable Outcome	For AP courses taken by the Charter School's students, the exam passage rates will be equal to or better than the state average.
Methods of Measurement	AP Exam passage rates.
SUB-PRIORITY G-E – COLLEGE PREPAREDNESS/EAP	
Goal to Achieve Sub Priority	The Charter School's eleventh grade students, including significant subgroups, who take the CAASPP will meet/exceed the standard at a rate that is equal to or better than the state average, making them conditionally ready for English/mathematics college level
Actions to Achieve Goal	The Charter School will offer comprehensive ELA and math programs with a focus on literacy across the curriculum. The Charter School will progress in English and math through the use of formative and summative assessments. Students who are not meeting the standard will be offered additional academic support both during the classroom and through Tutorial.
Measurable Outcome	The Charter School's students will meet or exceed the state averages for proficiency rates or make 3% growth annually in both ELA and math.
Methods of Measurement	Eleventh grade CAASPP assessment results. Formative and summative assessments in grades nine and ten.

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

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- A. *School attendance rates*
- B. *Chronic absenteeism rates*
- C. *Middle school dropout rates (EC §52052.1(a)(3))*
- D. *High school dropout rates*
- E. *High school graduation rates*

SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
Goal to Achieve Sub Priority	The Charter School will maintain a 96% ADA rate.
Actions to Achieve Goal	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
Measurable Outcome	Annual Average Daily Attendance will be at least 96%.
Methods of Measurement	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to Achieve Sub Priority	Students will not have more than five absences in any school year.
Actions to Achieve Goal	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
Measurable Outcome	90% of enrolled students will have fewer than five absences during any one school year.
Methods of Measurement	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES	

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Goal to Achieve Sub Priority	The Charter School will promote 90% of 6th, 7th and 8th grade students.
Actions to Achieve Goal	The Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. The SST process will be initiated for any student who is chronically absent or tardy. The school will inform the home school district of any student who withdraws from school.
Measurable Outcome	90% of 6th, 7th and 8th grade class cohort will be comprised of students who enrolled at the Charter School the prior academic year.
Methods of Measurement	Student enrollment documentation as verified by our student information system and CALPADS.
SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES	
Goal to Achieve Sub Priority	The Charter School will have a 3-5% dropout rate.
Actions to Achieve Goal	The Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. The SST process will be initiated for any student who is chronically absent or tardy. The school will inform the home school district of any student who withdraws from school.
Measurable Outcome	The Charter School will have a 3-5% dropout rate.
Methods of Measurement	Data from CALPADS data system.
SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES	
Goal to Achieve Sub Priority	The Charter School will have a 100% graduation rate.
Actions to Achieve Goal	The Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. The SST process will be initiated for any student who is chronically

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	absent or tardy. The school will inform the home school district of any student who withdraws from school.
Measurable Outcome	The Charter School will have a 100% graduation rate.
Methods of Measurement	Data from CALPADS data system.

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. *Pupil suspension rates*
- B. *Pupil expulsion rates*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUB-PRIORITY A – PUPIL SUSPENSION RATES	
Goal to Achieve Sub Priority	The Charter School will maintain an annual suspension rate of less than 3%.
Actions to Achieve Goal	Teachers will be trained the school's classroom management and behavior approach. School Site Administration work with teachers and families to manage student behavior issues and concerns.
Measurable Outcome	Annually, 3% or fewer of all enrolled students will be suspended.
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence, student information system.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
Goal to Achieve Sub Priority	The Charter School will maintain an annual expulsion rate of less than 1%.
Actions to Achieve Goal	Teachers will be trained the school's classroom management and behavior approach. School Site Administration work with teachers and families to manage student behavior issues and concerns.

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Measurable Outcome	Annually, 1% or fewer of enrolled students will be expelled.
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence, student information system.
SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
Goal to Achieve Sub Priority	The Charter School's students and staff will adhere to site Safety Plan.
Actions to Achieve Goal	Annually, all school employees will be trained on the elements of the site Safety Plan. Students will participate in regular Fire, Earthquake, and safety drills per education code for various grade levels.
Measurable Outcome	100% of staff will participate in acceptable safety training.
Methods of Measurement	Professional Development agenda and annual drill calendars.
SUB-PRIORITY D	
Goal to Achieve Sub Priority	The Charter School will host family and community events annually.
Actions to Achieve Goal	The Charter School administration will identify opportunities and events to create and nurture community on campus.
Measurable Outcome	At least four school events will be held throughout the academic year (once per Term).
Methods of Measurement	Parent sign-in sheets, event fliers, school calendar, and social media posts.

STATE PRIORITY #7— COURSE ACCESS

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The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal to Achieve Sub Priority	The Charter School’s students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our comprehensive academic and educational program outlined in the school’s petition.
Actions to Achieve Goal	All academic content areas will be available to all students, including student subgroups, at all grade levels.
Measurable Outcome	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in core and non-core subjects content areas available.
Methods of Measurement	Student, teacher, course, grade level schedules, Class schedule.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUB-PRIORITY A – ENGLISH	
Goal to Achieve Sub Priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate an increase in proficiency in English Language Arts/Literacy.
Actions to Achieve Goal	The Charter School will provide a broad course of study in the area of English Language Arts. As part of that broad course of study students will be expected* to do the following:

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	<ul style="list-style-type: none"> • Write in a variety of ways for different purposes and audiences, while adhering to standard written English conventions. • Read and analyze texts that span a wide range of genres, topics, and contexts. • Ask critical questions, summarize and analyze texts, and make connections to their own experiences and to the world around them. • Participate in small- and large-group discussions surrounding course content. • Analyze and communicate effectively through writing responses such as memory snapshots, character analysis essays, persuasive essays, on-demand essays, and journal entries. • Comprehend textual information in the form of content rich non-fiction articles, short stories, poetry, drama, and novels. • Communicate information orally through persuasive speeches and classroom/journal discussions. • Develop comprehension and analysis of a variety of fiction, nonfiction, and poetry. • Apply grammatically correct, focused, and effective sentences. • Lead and contribute to discussions on authorship, literary techniques, and life issues as reflected in literature. • Create a substantial draft of a personal essay for college and scholarship applications. • Use appropriate technology to enhance learning, understanding, and applying course content. <p>*Expectations are aligned to the appropriate student grade level.</p>
Measurable Outcome	Annually, EL students will average a 20 point growth in RIT score as measured on NWEA MAP Growth (or similar) in Language Use, Reading, and Math.
Methods of Measurement	NWEA MAP Growth assessments (or similar.)
SUB-PRIORITY B – MATHEMATICS	
Goal to Achieve Sub Priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate an increase in proficiency in Mathematics.

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Actions to Achieve Goal	Students are expected* to use mathematical reasoning, concepts, and logical thinking to solve problems; understand mathematical concepts; communicate mathematical ideas; connect mathematics to other studies and their own lives; articulate their understanding of the beauty and power of mathematics (e.g. mathematics' universality, patterns in nature, and elegant solutions); invent mathematical procedures that allow them to compute and perform basic operations; and acknowledge, understand, and apply others' mathematical methods of solving problems. *Expectations are aligned to the appropriate student grade level.
Measurable Outcome	Annually, EL students will average a 20 point growth in RIT score as measured on NWEA MAP Growth (or similar) in Language Use, Reading, and Math.
Methods of Measurement	NWEA MAP Growth assessments (or similar.)
SUB-PRIORITY C – SOCIAL SCIENCES	
Goal to Achieve Sub Priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
Actions to Achieve Goal	Students will understand multiple perspectives while demonstrating mastery of civic, cultural, historical, and geographical concepts. Students will apply this understanding to act as informed participants in today's world of diverse cultures. Through a variety of instructional methods, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
Measurable Outcome	Annually, 90% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will

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	demonstrate proficiency through successful completion of courses. Course completion rates through SIS database.
Methods of Measurement	Course completion rates through SIS database.
SUB-PRIORITY D – SCIENCE	
Goal to Achieve Sub Priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, physical science, as well as science and engineering practices.
Actions to Achieve Goal	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Measurable Outcome	Annually, 90% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through successful completion of courses.
Methods of Measurement	Course completion rates through SIS database.
SUB-PRIORITY E – VISUAL AND PERFORMING ARTS	
Goal to Achieve Sub Priority	The Visual and Performing Arts program at the Charter School may include various elective classes that allow for the exploration of music, visual arts, and drama. Students will have the opportunity to learn about and explore different forms of visual and performing arts. Students may apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art, including the principles of design, and aesthetic qualities. Students will learn to derive meaning, make connections, relationships and applications to other art forms/subject areas/careers.
Actions to Achieve Goal	The Charter School will offer multiple options for students to obtain their VAPA graduation requirements.

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Measurable Outcome	Every student will meet their VAPA graduation requirements.
Methods of Measurement	Master schedule and student transcripts. Course completion rates through SIS database.
SUB-PRIORITY F – PHYSICAL EDUCATION	
Goal to Achieve Sub Priority	Students will demonstrate knowledge in various forms of exercise and recreation for lifelong fitness habits, which will enable participation in, and an understanding of, sports and recreational activities. Students will understand the connection between heart, mind, and body.
Actions to Achieve Goal	Students will receive physical education instruction in grades 6-12.
Measurable Outcome	Charter School's graduates will work to meet the state requirements for PE.
Methods of Measurement	Student transcripts. Course completion rates through SIS database.
SUB-PRIORITY G – FOREIGN LANGUAGES	
Goal to Achieve Sub Priority	Foreign language instruction will be offered to all students as an option.
Actions to Achieve Goal	Spanish will be offered in 6-12 grades. Additionally, students may take other foreign language courses via online courses as well as the option to take it through the Local Community College District.
Measurable Outcome	The Charter School will encourage students to enroll in a foreign language.
Methods of Measurement	Student transcripts. Course completion rates through SIS database.
SUB-PRIORITY H – Health	

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Goal to Achieve Sub Priority	The Charter School will provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and students will recognize the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
Actions to Achieve Goal	Students will receive instruction aligned to the Health Framework for California Public Schools in 6th through 12th grade including but not limited to nutrition, physical, and social well-being.
Measurable Outcome	Students at The Charter School will be offered courses that include instruction aligned to Health framework.
Methods of Measurement	Student transcripts, student surveys, master schedule. Course completion rates through SIS database.
SUB-PRIORITY I – CAREER AND TECHNICAL EDUCATION	
Goal to Achieve Sub Priority	The Charter School will develop CTE pathways and capstone courses that are integrated with the Common Core State Standards. The CTE pathway course sequences will fulfill the necessary academic requirements for admission to the University of California, California State University and California Community Colleges.
Actions to Achieve Goal	Develop and implement CTE pathways courses that are articulated with the local Community College District and approved to meet A-G requirements.
Measurable Outcome	The Charter School will offer multiple CTE pathways with complete capstone courses that are integrated with the Common Core State Standards. All students will complete 10 CTE credits with a C or better prior to graduation.
Methods of Measurement	Curriculum maps, student assessments, student portfolios, student presentations, professional development opportunities for staff, course completion rates and career pathway completion rates, transcripts.

ELEMENT THREE: METHODS OF MEASURING STUDENT OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. - California Education Code Section 47605(~~cb~~)(5)(C)

Measurable Goals of the Educational Program

Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections ~~60605~~~~and 60851~~ and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Education Code Section 47605-~~(de)~~-(1)

The Charter school shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

The Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, ~~title~~title 5, section 861. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School.

Approach to Assessment Data: Measuring Student Achievement

The Cottonwood School's approach to data is to be as transparent as possible and to engage all stakeholders in viewing the data followed by constructive dialogue. Additionally, data is emphasized as merely *part* of the inquiry process that helps strengthen a culture of reflection on the campus. Data is not utilized to make judgments about individuals or their efforts. Instead, data is used to help evaluate processes and the overall program, with the ultimate goal being to determine which actions aid in maximizing beneficial outcomes for students.

The Cottonwood School believes that a multiple measure approach is essential to determine the effectiveness of its program. Therefore, the following data regarding the Charter School will also be monitored:

- Culture Surveys;
- Student discipline data;

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- Attendance data;
- College enrollment and persistence of graduates collected for the Charter School

- **Pre-test** of students' work will be administered as a measure of student's baseline knowledge or preparedness for an educational experience or course of study

- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students will need to succeed in college and in the workplace. The assessment system – including summative and interim assessments, and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness

- **Embedded Assessment** of students' work may include but is not limited to: a review of assignments, evaluation of student work products, projects, special assignments, and locally administered evaluations of student work. Unit tests, final exams, speeches, online presentation and writing projects are examples of summative assessments.

- **ELPAC** will be administered in accordance with State law

- **Physical Fitness Test** will be administered in accordance with State law

- **Diagnostic/Benchmark Assessment:** TCS will use an internal standardized benchmark assessment to track student progress and grade level proficiency

- **End of Course Exams:** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a ~~C~~harter ~~S~~chool diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented

Annually, TCS will develop and distribute to the District and to the school stakeholders a School Accountability Report Card.

Baseline Assessment and Planning

At the beginning of each academic year, The Cottonwood School will conduct school-wide assessments to establish an individual learner profile for each student using an adaptive, norm-referenced benchmark assessment such as STAR 360 assessments or a similar program to assess students readiness to learn new material in the areas of language usage, reading, and math. These scores will be used in conjunction with any other available data to inform teachers about what each student is ready to learn. These learning profiles will provide a baseline for use in monitoring all students' progress throughout the school year and will assist in tailoring learning plans to meet individual student needs.

The Charter School will also use the student learning profiles, informal academic assessments, and school-wide assessments, such as STAR 360, iReady, as part of the key inputs used to develop Individual Education Programs (IEPs) for students eligible for special education services. Students will play an active role in identifying specific goals related to areas of strength as well as areas of weakness. The IEP process and content for students with disabilities will conform to all State and Federal regulations. IEPs will include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Formative Assessment Targets

In addition to formal summative assessments, the Charter School will utilize a variety of assessment measures consistent with the educational program outlined in Element 1 to ensure that students are making regular progress toward achievement of academic goals. Teachers will employ multiple measures of assessment ranging from teacher created assessments to student created portfolios in order to ensure that teachers and students have a holistic picture of academic progress and achievement. This information, then, is used to provide students feedback and inform our instructional practice in order to improve student achievement.

As an inclusion model school, it is important to note that in each core academic area, students will be expected to achieve outcomes appropriate to their development, age and grade level, based upon the goals in the IEP. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes will be explicitly defined for each grade level in alignment with state standards, adjustments will be made according to students' individual abilities and developmental levels as informed by continuous formative assessment practices of all teachers.

All assessment tools will be chosen or designed to assess the core competencies delineated in the Cottonwood Learning Outcomes. Assessment data will be collected over time and used formally several times throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Performance Assessments

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The Cottonwood School will use “authentic” assessments such as student presentations of learning and teacher-developed rubrics to help measure student academic growth over time. In addition to providing additional “value-added” growth measures for academic content areas, these authentic assessments also measure whether students are achieving the social and emotional skills they need to be successful academically.

Students will work individually and/or in heterogeneous cooperative groups on cross-curricular projects that incorporate several core academic areas. The projects will include multi-media reports with written components that incorporate multiple approaches to writing and a variety of genres. These projects will be presented to faculty, students, parents and the community through an “exhibition”, performance and authentic presentation formats. A rubric will be used for scoring these projects/presentations on specific benchmarks related to the school's educational outcomes in each core academic area and in relation to each student's IEP goals.

The Cottonwood School’s Site-Based Pathway will use the Defense of Learning Model to assess growth of students centered around the Cottonwood Learning Outcomes during the 10th and 12th grade years. Members of the founding group are charter members of the California Performance Assessment Collaborative (CPAC) Professional Learning Community, facilitated by the Learning Policy Institute. As such, the Charter School will collaborate with a network committed to a continuous cycle of reflection and improvement of the portfolio and defense portions of the Charter School’s Defense of Learning Model.

Rubrics will be shared with students and families ~~prior~~ in the fall in order for students to plan for their Defense of Learning in the spring. Feedback will be gathered from families through an evaluation form on the day of the event. Student, parent, and community member feedback will be shared amongst staff and used to guide and refine the development of subsequent Defense of Learning events.

As another form of authentic performance assessment, each student will keep a Progress Portfolio with samples of their work collected throughout the year on identical or parallel assignments in all content areas to show their levels of improvement. Teachers will use rubrics for evaluating the portfolios, once a semester, that will capture not only the quality of the work, but also the quality and thoughtfulness of the students’ reflections. Students present their portfolios to family members through a “Student-Led Conference” during the first week of the second and fourth Term as a means for communicating achievements in each curricular area.

Assessing Social and Emotional Domains at the Site-Based Pathway

The Cottonwood School’s Site-Based Pathway provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate understanding and individual growth. Because of our Montessori philosophy to meet the needs of the whole child, our assessment methods incorporate opportunities for students to demonstrate social

and emotional learning, in addition to academic learning.

A major goal of the Charter School is the development of lifelong learning skills, social/interpersonal skills, and life skills needed to become conscientious, responsible citizens. Teachers and family members will continuously evaluate students' progress in social and interpersonal domains. For this purpose, teachers will incorporate the Montessori element of child-directed work with the indicators from the Agency, Collaboration, and Oral Communication rubrics linked to the Cottonwood Learning Outcomes.

The Cottonwood School will strive to create an environment where all students, parents and staff are valued as equal members of the learning community. To evaluate the extent to which this goal is achieved among students, teachers will be mindful of peer acceptance and friendships. Parent and staff perspectives and satisfaction with the inclusive school community will be evaluated through interviews and surveys.

Methods for Addressing Students Whose Baseline Aptitude, Performance, and Prior School Experience are Dramatically Below Standard

The Cottonwood School will also utilize the Multi-Tier System of Supports (MTSS) approach which is a more comprehensive framework to support the diverse needs of all students. This framework addresses not only the academic development of students, but it also addresses the social, emotional, and behavioral development of students which have a strong impact on student success. This will be achieved through the adoption and implementation of consistent school-wide positive behavior support and well- designed academic systems. The school-wide model will include developing *trust*, *respect*, and *responsibility*; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention, *restorative practices*, and appropriate use of consequences.

The Response to Intervention (RtI) framework of the Three Tier Model for Student Success is utilized in conjunction to the MTSS to address the academic needs of all students. Students who do not demonstrate appropriate developmental, or age/grade level mastery of academics or behavior will receive early intervention based on their individual needs. Response to Intervention, the practice of (1) providing high-quality instruction/intervention matched to students needs and (2) using learning rate over time and level of performance to (3) make important instructional decisions (National Association of State Directors of Education, Inc. 2006), will be implemented using the Three Tier Model for all students.

MTSS requires greater collaboration amongst various stakeholders in order to achieve the intervention goals. That collaboration occurs within the Student Success Team (SST) which provides various academic and behavioral levels of support. For example, a student may be put on both an academic and behavioral support action plan to ensure all his needs are

supported.

In order to best serve students and the community, the Charter School will examine and refine the tools used to assess student performance over time to ensure assessments are fair and accurate, and reflect any changes to ~~California or Common Core~~State Standards.

How Assessment Data Will Be Used to Improve the Educational Program and Inform Professional Learning

The Cottonwood Board of Directors will direct the Executive Director/ Principals to oversee the Supervision & Evaluation of the program through strategies that are directly linked to measurable goals and benchmarks. The evaluation plan calls for administering assessments and collection and analysis of data to evaluate changes in academic performance at a school-wide level as well as by grade, content area, and individual student.

Data Management and Analysis

The Charter School will incorporate the use of a sophisticated online data management/student information system (SIS) such as Illuminate to make possible longitudinal tracking and reporting of student assessment data. Once the database system has been obtained, state and local assessment data will be entered by school staff and stored within the system so that teachers and the principal are able to make data-informed decisions when planning professional development, designing instruction, and identifying student needs. The type of information reporting that will be available using the system will allow teachers and the principal to ascertain trends within achievement outcomes for individuals and groups of students in order to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes will also allow the school to target focus areas for additional professional growth.

The range and flexibility of data that will be available using Illuminate or a similar student achievement database will give teachers the essential information to effectively meet the needs of all students. The student achievement database will also make it possible for the school to track student demographic information and grades. Teacher data will be included in the system and will provide a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that will be available via longitudinal assessment data.

Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, teachers and staff will utilize test results along with other assessments to determine student's academic needs and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to

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enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least monthly. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. Teachers will participate in professional-development activities relating to assessment and data analysis so that they are able to deepen their understanding of student performance in light of data and modify their instructional designs accordingly. Teachers will be trained on how to interpret standardized test data and will engage in critical analysis of all assessment data in real-time – including data derived from classroom activities – in order to determine how best to address performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is a critical part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. The Principal will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessments described in this section;
- A summary of major decisions and policies established or changed by the Board;
- Summary data from an annual parent satisfaction survey;
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, service-learning activities, community partnerships and more.

Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

Reporting of Data

The Charter School will report final grades, attendance, discipline, etc, all of which will be aggregated for reporting purposes, through its student information system (SIS). Should the District require reporting via a different mean, the Charter School will comply in a timely manner.

Grading Policy for Home Study Pathways

Grades are issued twice each school year – once at the end of each 18-week (semester) term. Students will follow the typical grade range as follows:

- **A – 90 – 100%**
- **B – 80 – 89%**
- **C – 70 – 79%**
- **D – 60 – 69%**
- **F – 0 – 59%**

Grades are issued four times each school year at the end of each Term. Each course successfully completed with a C or better will be awarded 5 credits. Students are expected to pass all classes with a C or better. Students who fail any portion of a class will be required to make up the course via an academic recovery plan or by retaking the course. However, if a student needs to earn Ds in order to graduate, or an IEP dictates that it is appropriate for a student to earn Ds, the Charter School can and will make those exceptions only after a conference with the student and their family so that everyone is aware of implications of the D on the student's postsecondary options. These conferences will be documented by the Charter School.

- **A – 90 – 100%**
- **B – 80 – 89%**
- **C – 70 – 79%**
- **NM (no mark) – 0 – 69%**

Notice of Impending Failure for Home Study Pathways

After the end of each mid-term, every student will receive a progress report for every course. If a student is in danger of failing at any grading period, the teacher will issue A NOTICE OF IMPENDING FAILURE/Progress Report no later than fifteen instructional days before the end of that grading period. A failure to issue the notice means that the student will receive full credit for the course, except under the conditions established in an academic recovery plan which could have failed as the predetermined grade in case the conditions of the plan are not met by the student.

Grading Policy for Site-based Pathway

Mastery Learning: Grading Scale and Rubric

Mastery learning is a form of personalized learning that supports Montessori principles. Once mastery is achieved, students progress to the next level of work. Students take on the responsibility of understanding concepts. The teacher's role is to assess student understanding to provide feedback, examples and time to ensure that each student reaches the next level. Mastery learning provides clear expectations allowing students to take agency.

TCS uses a 4-point scale to assess student mastery.

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TCS Mastery Scale		
Levels of Mastery	Scale	Description
4-Innovating	90-100	Applies learning beyond expectation
3-Proficient	76-89	Meets the expectation
2-Developing	60-75	Meets the expectation with support and guidance
1-Exploring	0-59	Surface level of understanding

Grades

Grades are issued four times each school year. Quarter grades are “progress” grades that are not permanently recorded. Semester grades are permanent grades that are recorded. The semester grade is the total of the grade of the two quarters.

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement-California Education Code Section 47605(~~cb~~)(5)(D)

Non-Profit Public Benefit Corporation

TCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and TCS. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of TCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by TCS as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, TCS may contract with one or more third parties for the provision of educational and/or administrative services.

TCS will be operated by The Cottonwood School, a California Nonprofit Public Benefit Corporation, thereby granting Buckeye Unified immunity from liability for debt/obligations of the charter per Ed Code 47604(d). Pursuant to Education Code section 47604, which was ~~amended~~added by AB 406 (2018), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Pursuant to Education Code section 47604.1, as added by SB 126 (2019), the Charter School shall comply with the Ralph M. Brown Act, the California Public Records Act, and California's conflict of interest laws, including the Political Reform Act and Government Code section 1090, *et seq.*, as provided in Education Code section 47604.1.

Attached as Appendix A, please find the Corporate Bylaws and Conflict of Interest Code that have been adopted by the Board of Directors of The Cottonwood School.

Board of Directors

The Cottonwood School is governed by The Cottonwood School Board of Directors, which shall be selected, to serve and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

In accordance with Education Code Section 47604(~~cb~~), the District may appoint a representative to serve on the Board of Directors.

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The ~~initial~~ list of board members and biographical information for each is listed above in the Introduction ~~under the section of the founding group~~.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of fiscal policies.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Approve annual independent fiscal audit and performance report.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Review requests for out of state or overnight field trips.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

Board Meetings

The Board of Directors will meet in accordance with the Brown Act and any other requirements set forth in Education Code section 47604.1, as added by SB 126 (2019), and Government Code section 54954.3, as amended by AB 1787 (2016).

The Board of Directors meetings will be headed by a Board Chairperson, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. Upon request, Board Agendas and Board Materials will be sent to the Buckeye Union School District for posting. The Charter School shall ensure that an online posting of an agenda for a meeting occurring on and after January 1, 2019 be posted on its primary website homepage accessible through a prominent, direct link consistent with

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Government Code section 52954.2, as amended by AB 2257 (2016).

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from the service on the board. The board at this time receives no stipends for travel or their time; but this is being considered for the future.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Charter Administrators

The Executive Director ~~and~~ Principals ~~and Assistant Directors~~ will be the leaders of the Charter School. ~~These positions will ensure that the curriculum and technology is implemented in order to maximize the student learning experiences. The Principal will be full time and lead The Cottonwood School primarily.~~

The Executive Director ~~and~~ Principals will directly supervise and evaluate the school teachers and will be responsible for administering the school in all of the aspects of its day-to-day operations, working with the Cottonwood Charter Schools Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

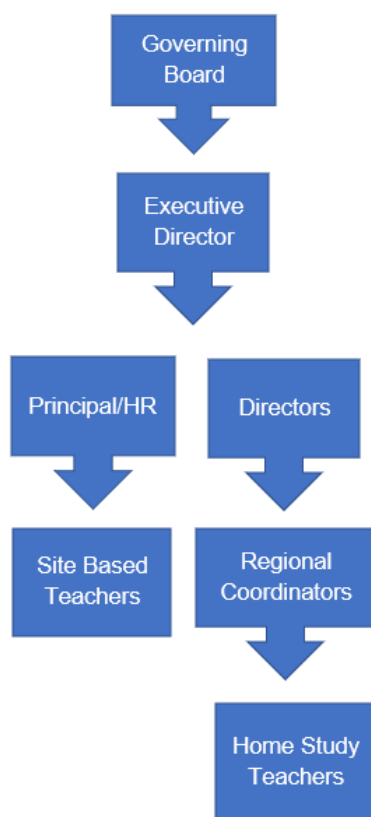
The administrative duties of the Executive Director and Principals shall include, but will not be limited to, the following:

- Ensure the Charter School enacts its mission.
- Communicate and report to the Charter School Board of Directors.
- Provide instructional leadership to the Charter School.
- Provide assistance and coordination in the implementation of curriculum.

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- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops as needed.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Manage student discipline, as necessary participate in the suspension and expulsion process.
- Participate in IEP meetings as necessary.
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with the media.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.



Organizational Chart

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Leadership and School Operations

Charter School-based decision-making as realized through the ~~School Leadership Council~~Board of Directors and its committees will comply with the requirements of the Brown Act and is designed to:

- Ensure that all decisions regarding policy and practice made at The Cottonwood School have a single focus, which is to achieve the learning outcomes delineated for students in the charter;
- Ensure that staff members are involved in the decision-making process at the Charter School;
- Ensure that stakeholders (parents, students, community members, and all school personnel) are involved as active partners in the decision-making process;
- Ensure long-term effectiveness of local school control and accountability;
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at the Charter School; and,
- Ensure that the Executive Director/Principals ~~is~~are an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Board will have final authority.

The role of the Executive Director/Principals is to help support and maintain Cottonwood's vision and also be the conduit to the Board of Directors for recommendations or requests. In the interest of creating a large base of input from the staff and to ensure that grade level and program needs are met, whenever possible a different representative will be selected.

Charter schools are not required to establish a School Site Council (Education Code 47610) as defined by the Education Code. The Cottonwood School recognizes that if it receives Federal Title I funds, it must comply with federal requirements. Categorical funding, as with other budgets are under the purview of the ~~School Leadership Council~~Board of Directors.

Day-to-Day Decision Making

The Charter School's Executive Director/Principals as determined by their assigned duties and responsibilities will manage the day-to-day decisions of The Cottonwood School.

Student Government for the Site-Based Pathway

The Student Government (SG) will act as ~~a sub-committee of the School Leadership Council~~ and advisory body to the Charter School Principal. The committee will have purview over:

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- Processes for encouraging student engagement (Attendance, CAASPP and ELPAC scores etc.);
- Development of events for student body participation; and
- Organization of school-wide assemblies.

The Student Government will be an integral part of the decision-making recommendations for increasing student engagement. They will assist in creating events for the students including school dances as well as school assemblies that will promote higher attendance or test scores.

The Student Government will be led by a teacher elected by their fellow teachers every two years. The students will be elected every year. Four students will be elected by the student body as a whole with two additional students (main and alternate) being elected from each advisory representing every grade level on campus. This committee will meet once a week during the Advisory class period.

Process for Ensuring Parent Involvement

The Charter School believes that the only way to maximize opportunities for a child's academic success is to involve his or her family. Because family is a key component of culture, we believe that understanding the families represented at Cottonwood must be a part of our parent and family engagement process.

Every year, we plan on surveying our parents to find the best way to communicate information to our families including hours that work for the majority of working and non-working family members. We also want to take into account the different languages represented and the best way to communicate with our parents. Surveys and record keeping of all activities will be done and maintained via Advisory at the Site-Based program.

Some of the basic means to deliver information and for parents to acquire service hours include attendance to the following events:

- Parent Workshop Series (Supporting my child's transition to high school, Understanding HS grading and credits systems, HS Graduation Requirement, Staying on top of my child's grades, Making a Reader out of my teen child, Social Media and Parents, College Costs What?)
- Parent Conferences
- Coffee or Tea With Faculty Members
- Holiday Family Celebration
- Attending Field Trips
- Participating in Projects
- Community Days
- Awards Ceremony

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. California Education Code Section 47605(~~cb~~)(5)(E)

The ~~e~~Charter ~~s~~School is required to report change in credential holders' employment status to Commission on Teacher Credentialing ("CTC") under certain circumstances. California Education Code Section 44030.5

In~~-~~ accordance with~~-~~ Education Code 47605(~~ed~~)(1), The Cottonwood School will be non-sectarian in its employment practices and all other operations. The Charter School will not discriminate against any individual (employee or pupil) based on the characteristics listed in Education Code Section 220. (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance for employees and contractors, and in accordance with Charter School's health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis ~~clearance~~risk assessment or examination prior to commencing employment with the Charter School.

The Cottonwood School will employ and retain teachers who hold the Commission on Teacher Credentialing appropriate California teaching certificates, permits, or other documents required for the teacher's certificated assignment~~issued by the Commission on Teacher Credentialing~~. The ~~p~~PPrincipal will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission on Teacher Credentialing.

Employee Recruitment and Hiring Process

The Cottonwood School is dedicated to hiring professionals who aspire to exemplify high standards of excellence in their work with children and the families the Charter School serves, and in their own professional development. All staff members of the Charter School are expected to be individuals who seek to provide a quality education for a culturally diverse population of students. All staff hired by the Charter School must demonstrate an understanding and willingness to commit to the Charter School's mission, vision, and educational philosophy.

To ensure the selection of the highest quality staff, The Cottonwood School will implement the following selection process:

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1. Advertise job openings in local, regional, and professional print and online media, specific to the position to be filled (e.g. EdJoin.org);
2. Request resumes and cover letters;
3. Conduct a brief screening interview (in-person or by phone);
4. Follow-up interviews;
5. Verification of credentials and past employment;
6. Required background checks, and professional and personal reference checks;
7. Finalize selection;
8. Take recommendations to The Cottonwood School's Board of Directors for approval;
9. Finalize contracts and extend offers of employment.

In the first academic year (2019-2020), The Cottonwood School's Board of Directors through a selection and interview process will appoint the principal. The Cottonwood School's Board of Directors seek candidates who meet the criteria they are looking for in the principal.

The process for hiring teachers includes establishing a hiring committee for each position or group of positions. This committee will be comprised of the Human Resource committee or personnel designated by this committee. The Human Resource Committee will develop a rubric-scoring guide to be used by each hiring committee.

Employee Qualifications

The Cottonwood School shall be the employer of all employees. Certificated employees will be employed by the Charter School on an annual contract. Classified employees will be employed by the Charter School in an at-will capacity consistent with the Personnel Policies of the Charter School.

The Charter School may hire outside agencies and/or independent contractors for additional certificated and classified personnel to assist in providing instruction, management and support services.

Exempt

This category includes all regular employees who are determined by TCS to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Full-time Teachers and Administrators are Exempt employees.

Non-Exempt

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This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in one workday or beyond 40 in one workweek, as well as meal and rest breaks as prescribed by law. All part-time and temporary employees are non-exempt. Additionally, most classified staff are non-exempt employees.

Regular Full-Time

These include employees who are regularly scheduled to work 30 or more hours per week and are generally eligible for the TCS's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

These are employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TCS's benefit package.

Temporary (Full-Time or Part-Time)

These are employees whose performance is being evaluated to determine whether further employment in TCS is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for TCS's benefit programs. Every member of the team is designated as "Certificated Employee" or "Classified Employee."

TCS's key staff members Executive Director, Principal, Deputy Director, Regional Coordinators, Teachers, Regional Directors of Special Education, Assistant Directors of Special Education, Special Education - Education Specialists, Special Education Program Specialists) will meet the following qualifications:

Executive Director:

Summary of Position:

The Executive Director is responsible for the effective operation of the Charter School including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board of Directors on such items/areas. He/she is also responsible for the support and growth of the Charter School including both teaching and support staff as well as students and families. The 12-month position requires the Executive Director work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be

available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director will uphold and promote the Charter sSchool's mission and vision at all times.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the Charter sSchool's educational program and assure effective communication between the Board and school staff as needed
- ~~Actively engage in the preparation of~~ Assist the Board Chair in the preparation of agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered pursuant to the Board's fiscal policies
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- ~~Participate in the selection~~ Prepare a recommendation to the Board for the hiring of certificated and classified staff; ensuring that all certificated and classified personnel are appropriately credentialed and/or qualified; ~~hiring and releasing certificated and classified personnel as needed;~~ supervision of certificated and classified personnel in accordance with school policies; development and implementation of staff evaluation processes.
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed

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- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek [Board](#) approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- ~~Approve school employee salaries~~
- Approve stipends, overtime, and time off requests
- ~~Execute staff contracts~~
- Complete Form 700
- Execute contracts [pursuant to Board approval or the Board's fiscal policies](#)
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement [Board approved](#) policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

Qualifications:

- Proven track record of compliance
- Minimum 5 years of leadership experience
- Demonstrated excellent interpersonal communication skills
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences

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- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Site-Based Principal

The Principal will be the Charter School's chief operations officer, instructional leader, and will be responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required Knowledge, Skills, and Abilities

1. Understanding of and belief in Montessori education;
2. Understanding of PBL implementation;
3. Excellent communication skills;
4. A record of success in developing teachers;
5. Entrepreneurial passion;
6. Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students;
7. Demonstrated ability to lead and delegate responsibilities;
8. Knowledge of the elements of school management (Logistics & Operations, Supervision & Evaluation, Curriculum & Instruction, Professional Learning) and the ability to support a school team to effectively implement them.

Minimum Qualifications

1. Demonstrated ability to network with outside organization or community partners;
2. Excellent written and oral communication skills;
3. A valid California Administrative Services Credential and Teaching Credential;
4. A minimum of five years of certificated experience in public or private schools. Additionally, preference will be given for other school teaching experience, administrative, or supervisory experience at the grade levels served by the Charter School.
5. Positive references from previous employers.

Preferred Qualifications

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1. Master's Degree from an accredited college or university, preferably in the fields of Educational or Organizational Leadership, Public Policy, Communications, or a related discipline;
2. Demonstrated ability/experience in operating a charter/small school;
3. Experience in STEAM-related education/industries;
4. Visionary leader who can inspire and model effective collaboration that contributes to a vibrant collaborative learning community;
5. Minimum three years of verifiable experience performing program administration and professional-level analytical work;
6. Recognition of the challenges facing public education and a working knowledge of its current issues.

Vice Principal/Assistant Director/Deputy Director

The Vice Principal/Assistant Director serves as the first point of contact for Regional Coordinators, Program Coordinators and teaching staff. The Vice Principal/Assistant Director assists the Principal / Senior Director supports students and teachers. Assistant Directors will have the following qualifications:

Required knowledge, skills, and abilities

- Understanding of independent study program implementation
- Excellent communication skills
- A record of success in developing teachers
- Knowledge of school compliance

Required educational level

- Valid California teaching credential

Required experience

- Minimum 1 year of experience as a Regional Coordinator or comparable leadership experience

Regional Coordinator

A Regional Coordinator serves as the first point of contact for teachers and supports teaching staff with training, guidance, and mentoring. Regional Coordinators will have the following qualifications:

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Required knowledge, skills, and abilities

- Monitor and provide support, information, and resources to a team of 12-15 teachers
- Understand and be able to teach others about policies and requirements
- Respond to teacher and parent inquiries in a timely manner

Required educational level

- Valid California teaching credential

Required experience

- Minimum 1 year of homeschool/independent study teaching experience

Teachers

The faculty will consist of properly credentialed teachers ~~in core, college preparatory subjects.~~ All teachers will meet the requirements of Education Code Sections ~~47605(I)~~ and 47605.4 and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Induction training will be provided to teachers that need to complete their Professional Clear Credential.

Required knowledge, skills, and abilities

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online or homeschool environment
- Possession of appropriate credential(s) required for the position
- Detail-oriented, flexible, team player
- Evidences the capacity to work with students to develop and implement required master student agreements
- Technologically knowledgeable

Required educational level / credentialing

Teachers will be required to hold ~~the~~ California Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other public schools~~

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~~would be required to hold~~ required for the teacher's certificated assignment, in accordance with Education Code section 47605(~~1~~). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. ~~Core academic subjects shall be English, Science, Mathematics, and History/Social Science.~~

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case TCS reserves the right to modify its student to teacher ratio accordingly. TCS will maintain auditable files of teacher credentials in compliance with applicable law.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- August: An intensive training program is implemented to prepare teachers for the start of the school year including the practices of independent study and homeschooling, the technology that is required for implementing the online programs, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Monthly: Regional staff meetings in PLC's to continue growth in needed areas such as compliance, instructional practices, best practices in supporting homeschool families, preparation for assessments, aligning curriculum, time management, technology training and other areas

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, regular staff surveys and formal staff discussions on recommended modifications to the educational program.

If the Charter School maintains a section on employee interactions with pupils in its employee code of conduct, it shall provide a written copy of the section on employee interactions with pupils to the parent or guardian of each enrolled pupil at the beginning of each school year, consistent with Education Code section 44050, as added by AB 500 (2017).

The Charter School shall also post the section on employee interactions with pupils in its code of conduct, or provide a link to it, on each of its website. The Charter School may satisfy this requirement by including a copy of the section on employee interactions with pupils in its code of conduct with other specified notifications that are required at the beginning of the first semester or quarter of the regular school term.

~~Regional~~ Director of Special Education

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Under the general direction of the Principal, the ~~Regional~~ Director of Special Education will work to plan, organize, coordinate, evaluate and direct assigned Special Education programs to achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities

- Keep informed of all legal requirements governing Special Education
- Work cooperatively with staff, parents, community partners, community members
- Plan and approve appropriate training for staff
- Develop policies and procedures

Required educational level

- Master's Degree
- Valid California Administrative Services Credential preferred

Required experience

- Minimum of three (3) years of administrative experience
- Minimum of three (3) years of experience working with special needs students

Assistant Director of Special Education

An Assistant Director of Special Education assists the ~~Regional~~ Director of Special Education to provide leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services. Assistant Directors of Special Education will have the following qualifications:

Required knowledge, skills, and abilities

- Keep informed of all legal requirements governing Special Education
- Work cooperatively with staff, parents, community partners, community members
- Plan and approve appropriate training for staff
- Develop policies and procedures

Required educational level

- Master's Degree preferred
- Valid California Administrative credential preferred

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- Valid California Education Specialist, pupil personnel services, or speech and language pathology credential

Required experience

- Five (5) years of experience within special education
- Two (2) years of supervisory/leadership experience in an educational environment

Special Education Program Specialist

Special Education Program Specialists are responsible for supporting and improving outcomes for students with disabilities. The Program Specialists will provide technical assistance, training, and support to school staff in implementing special education support and services for students with disabilities.

Required knowledge, skills, and abilities

- Ability and comfort in working in a fast-paced, entrepreneurial environment, with a demonstrated ability and desire to flexibly shift responsibilities over time as the role and department evolve
- Excellent analytical and data-based decision-making skills.
- Strong customer service orientation in approach to working with teachers, school administrators, and families.
- Excellent written and oral communication skills

Required educational level and experience

- Master's Degree (preferred)
- Experience working in virtual educational settings

Special Education Education Specialist

A Special Education Education Specialist supports the instructional program for all students and provides academic, behavioral, and social intervention services to identified students.

Required knowledge, skills, and abilities

- Establish and maintain cooperative working relationships
- Interpret and apply legal mandates, policies and regulations pertaining to education
- Maintain confidentiality
- Work effectively in teams

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Required educational level and experience

- Valid Mild/Moderate and/or Moderate/Severe California Education Specialist Instruction Credential
- Added Autism Authorization

Certificated Staff

Qualifications for the Charter School's certificated staff members will include:

1. Belief in the Charter School's mission;
2. Love of students, enthusiasm for teaching and learning, the belief that each student can and will succeed and the willingness to do what it takes to make that happen;
3. Collaboration with other staff members to define ongoing professional learning strategies consistent with individual professional learning plans;
4. Participation in peer evaluation process; providing input on related employment decisions and the selection process for new staff and related decisions;
5. Site-Based teachers: Attend ongoing training on Montessori and PBL best practices as provided by the Charter School;
6. Participation in decision-making and related problem solving activities in all aspects of the Charter School's program: Logistics & Operations, Curriculum & Instruction, Professional Learning;
7. Current First Aid and CPR as needed.

The faculty will consist of properly credentialed teachers ~~in core, college preparatory subjects~~. All teachers will meet the requirements of Education Code Section 47605(l), 47605.4, and applicable portions of ~~Secondary Education Act~~ESSA. Professional Learning will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Teacher induction training will be provided to teachers that need it to complete their Professional Clear Credential.

Desired Knowledge, Skills, and Abilities

1. Creating an effective advisory group system with appropriate community building, academic and social/emotional supports, and restorative practices;
2. Working collaboratively with students and parents to develop a graduation plan with high expectations and challenging goals and related benchmarks;
3. Insuring each student in the Advisor's advisory group stays on track according to his/her graduation plan;
4. Plan, supervise, and implement the program for the class in accordance with the philosophy of the Montessori Education and PBL pedagogy;
5. Support students of various abilities assigned to the classroom; including those with learning differences as diagnosed. The teacher may be required to participate in meetings, trainings and planning teams to fully serve each student's needs;

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6. Supporting students in developing and managing their projects utilizing a project management tool to monitor how student time is spent, progress toward goals, documentation of achievement, and development of portfolios;
7. Providing subject area expertise communicating the appropriate content knowledge to each student through classes, workshops and other learning activities as needed;
8. Facilitating project-based learning aligning content classes and various teaching and learning strategies with ~~California Content Standards and Common Core~~State Standards, the Cottonwood Learning Outcomes, and course/graduation requirements;
9. Using multiple formative and summative assessment strategies and resulting data to inform teaching/learning strategies and to ensure continuous improvement of student learning;
10. Organizing and maintaining classroom structures and routines to further support all students being fully engaged in learning.

Required Educational Level / Credentialing

The Charter School teachers will be required to hold ~~the~~a California Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other public schools would be required to hold~~required for the teacher's certificated assignment, in accordance with Education Code section ~~47605(1)~~47605(1.1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. ~~Core academic subjects shall be English, Science, Mathematics, and History/Social Science.~~

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Minimum Requirements

1. Bachelor's Degree (B.A., B.S. or equivalent) from an accredited college or university, ~~or in the case of non-core subjects, relevant work experience within the professional field in which the candidate will be teaching;~~
2. A valid California Teaching Credential;
3. English Language authorization to support English Learners;
4. Demonstrated ability to work with diverse youth in an educational, social and/or recreational setting;
5. Excellent written and oral communication skills;
6. Positive references from most recent employment and/or college, university or graduate school.

Preferred Requirements

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1. Experience teaching in a Montessori environment;
2. Experience teaching in a PBL environment;
3. Experience in STEAM-related education/industries;
4. 2+ years working with students as a teacher, teacher intern, or teaching assistant;
5. Ability to analyze qualitative and quantitative student data;
6. Master's Degree from an accredited college or university;
7. Knowledge of child cognitive development and different learning styles.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EdJoin and college employment fairs, among other generally acceptable strategies.

The Charter School will train all incoming teachers concerning protocols of any State Mandates, such as Child Abuse Awareness and Reporting, prior to teacher assignment. The Cottonwood School's Board of Directors will have final hiring approval authority regarding any new potential Charter School employee.

Classified Staff

All classified staff in the Charter sSchool (e.g., administrative assistants, attendance clerks, custodians, campus monitors, etc.) are expected to have experience and expertise appropriate to their positions.

Compensation and Benefits

The Cottonwood School employees shall receive fair compensation and benefits packages. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation. All applicants for positions at The Cottonwood School will be informed about retirement system options, and, as appropriate to their positions, all employees will participate in STRS, ~~and~~/or the federal Social Security system.

Employee Representation

For purposes of the Educational Employment Relations Act, The Cottonwood School will be deemed the exclusive public employer of all employees ~~of~~in the Charter sSchool.

Process for Performance Evaluations

The Principal will evaluate all employees at the site using the evaluation system that is outlined by the Cottonwood School's Board of Directors and communicated to all employees in a fair and consistent manner. All employees will participate in an evaluation process using

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performance based assessment systems and matrices. The Principal in the evaluation will utilize this data. The Cottonwood School's Board of Directors will evaluate the Executive Director and ~~Principal~~ of the Charter School.

The Charter School will make all required reports regarding any change in credential holders' employment status to CTC and the District.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall ~~include~~require all of the following:

- (i) That each employee of the charter school furnish the school with a record summary as described in Section 44237-~~California Education Code Section 47605(b)(5)(F)~~*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to ~~(H)~~(J), inclusive, of paragraph (2) of subdivision (a) of Section 32282-~~and procedures for conducting tactical responses to criminal incidents.~~*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. -- Education Code Section 47605(c)(5)(F)*

In order to provide safety for all students and staff, the Charter School will implement full health and safety procedures and risk management policies at the Charter School in consultation with its insurance carriers and risk management experts. These policies will be annually updated and reviewed, in consultation with staff and families. These policies will be distributed each year to all Charter School staff and families in The Cottonwood School Student/Parent Handbook. A full draft of the Charter School's health and safety policies will be provided to the District for review at least 30 days prior to operation.

Comprehensive School Safety Plan

The Charter School shall develop a comprehensive school safety plan, which shall ~~include procedures for conducting tactical responses to criminal incidents and shall~~ address the safety topics listed in subparagraphs (A) to ~~(H)~~(J), inclusive, of paragraph (2) of subdivision (a) of Education Code Section 32282, as applicable to charter schools and to this specific charter school's context. These topics include:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions and
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
 - Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

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- Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. ~~A school district or county office of education~~The Charter School may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
 - A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
 - A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. ~~A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.~~
 - Protective measures to be taken before, during, and following an earthquake.
 - A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
- Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The ~~school district or county office of education~~Charter School shall cooperate with the public agency in furnishing and maintaining the services as the ~~school district or county office of education~~Charter School may deem necessary to meet the needs of the community.
- Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to ~~Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2~~Element 10 of this charter.
- Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

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- The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the Charter sSchool has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the Charter sSchool or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- ~~(H)~~ A safe and orderly environment conducive to learning at the Charter sSchool.
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents

The Cottonwood School’s initial Comprehensive School Safety Plan will be developed during the planning phase of the Charter School and will be provided to the District for review at least 30 days prior to the first day of school. The school safety plan will be reviewed and updated by March 1 of every year by the Charter School.

Procedures for Background Checks

The Charter School, at its sole cost and expense, shall obtain fingerprint, criminal record summaries and subsequent arrest information for all Charter School employees in positions requiring contact with minor children in accordance with the requirements of Education Code section 44237. The Charter School shall require all its subcontractors and vendors whose duties require contact with Charter School students to submit fingerprints in accordance with Education Code section 45125.1. The Charter School shall require all parent volunteers, who will supervise children outside of the presence of a credentialed employee, to undergo fingerprinting/background checks pursuant to Education Code sections 35021 et seq. The Charter School shall notify the District in writing of its compliance with this paragraph. The Charter School shall make Charter School employee and volunteer fingerprint verification information available to the District upon request.

Role of Staff as Mandated Child Abuse Reporters

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All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. The Cottonwood School Child Abuse Policy will contain detailed policies and procedures for the immediate reporting of suspected child abuse and neglect. All appropriate staff are required to certify knowledge of the Policy annually, and employees shall receive training annually in accordance with Education Code Section 44691.

Education Code section 44691: Requires annual mandated reporter training and process for providing proof of completion of training within first six weeks of school year or within six weeks of commencing employment. (Effective 1/1/16)

The Charter School will provide this training as well as other trainings mandated by law the week before school starts during the five Staff Work Days visible on the Charter School's academic calendar. The information will also be located on a password protected Staff Resources page on the Charter School's website.

Tuberculosis Testing Risk Assessment and Examination

All Charter School staff, and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students ~~enrolled and staff~~ who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

TCS shall stock and maintain the required number and type of emergency epinephrine auto-injectors on-site and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code.

Vision and Hearing

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Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention ~~of~~ methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

California Healthy Youth Act (CHYA) of 2016

The Charter School shall adhere to the California Healthy Youth Act of 2016 per AB 2601. The Charter School shall provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. The Cottonwood School will provide instruction that will:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.
- Be inclusive of all students
- Encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development

The Charter School will provide families access to credentialed teachers who have been trained in the CHYA curriculum. Parents/guardians will have the right to excuse their child from CHYA instruction.

Suicide Prevention Policy

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, The Charter School shall maintain a Suicide Prevention Policy per Education Code Section 2015(b). The Cottonwood School's initial Suicide Prevention Policy will be developed during the planning phase of the Charter School and will be provided to the District for review at least 30 days prior to the first day of school (see Appendix A).

Emergency Preparedness

The Charter School shall adhere to the Comprehensive School Safety Plan drafted specifically to the needs of the site in conjunction with law enforcement and the Fire Marshall. This safety plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The Charter School will require instructional and administrative staff to receive training in emergency response, CPR, including appropriate "first responder" training or its equivalent. The Charter School will annually update its comprehensive school safety plan, as set forth in Education Code sections 32280-32289;

If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Cottonwood School's Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

Feminine Hygiene Products

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The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, if it meets the requirements of Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety/Orderly Environment

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). Additionally, the Charter School will create a safe and orderly environment for students, by having sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Comprehensive Harassment Policies and Procedures

TCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ~~such factors as gender, gender identity, gender expression, race, religion, creed, color, national origin, immigration status, ancestry, age, medical condition, marital status, sexual orientation, disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.~~ TCS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the

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Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with TCS's sexual harassment policy. Per Government Code Section 12950.1, TCS shall provide sexual harassment training and education to each supervisory employee in California once every two years. The training and education shall include information and practical guidance regarding the federal, state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. TCS shall prominently and conspicuously display a poster created relating to sexual harassment in each bathroom and locker room at the school site and in other public areas. The poster shall be age-appropriate and culturally relevant and will be displayed in English and any primary language spoken by 15% or more of the pupils enrolled at the school, will be no smaller than 8.5 x 11 inches in size, in 12-point type and display required information pertaining to the harassment policy.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Technology Safety Policies

The Charter School has adopted technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

Safety of Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training. The Charter School's Executive Director, Principal or designee will supervise this process.

Student Mental Health Services

TCS shall notify students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus or in the community, or both, as provided in Education Code section 49428, as added by AB 2022 (2018).

Human Trafficking Prevention Resources

TCS will identify the most appropriate methods of informing students in grades 6 through 12, parents, and guardians of human trafficking prevention resources and implement the identified methods by January 1, 2020, consistent with Education Code section 49381, as added by SB 1104 (2018).

Information about Health Care Coverage Options

In accordance with AB 2308 (2016), TCS shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance consistent with Education Code section 49452.9.

Policies Accessible on the School's Internet Website

TCS shall ensure that the following information is readily accessible in a prominent location on the Charter School's internet website in a manner that it easily accessible to parents/guardians/pupils: 1) Policy on pupil suicide prevention; 2) The definition of discrimination and harassment based on sex as described in Education Code section 230 and shall include the rights set forth in Education Code section 221.8; 3) The Title IX information required by Education Code section 221.61; 4) A link to the Title IX information included on the California Department of Education's internet website; 5) The Charter School's policy on sexual harassment as it pertains to students; 6) If it exists, the Charter School's policy preventing and responding to hate violence; 7) The Charter School's anti-discrimination, anti-harassment, anti- intimidation and anti-bullying policies; 8) The Charter School's anti-cyberbullying procedures; 9) A section on social media bullying that includes all of the following references to possible forums for social media bullying: a) internet websites with free registration and ease of registration; b) internet websites offering peer-to-peer instant messaging; c) internet websites offering comment forums or sections; d) internet websites offering image or video posting platforms; 10) A link to statewide resources, including community-based organizations, compiled by the California Department of Education; 11) Any additional information the Charter School deems important for preventing bullying and harassment.

Additional Efforts

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- The Charter School will comply with the California Healthy Youth Act through curriculum delivered via the student's science course.
- The Charter School will provide all students with health insurance notifications during orientation in July and during new student intake meetings;
- The Charter School will provide epinephrine pens ("Epi-Pens") and training to specified staff, as set forth in Education Code section 49414, and all staff will be aware of the location of Epi-Pens in the front office.

ELEMENT SEVEN: ~~RACIAL AND ETHNIC~~ STUDENT POPULATION BALANCE

Governing Law: The means by which the school will achieve balance of racial and ethnic pupils, balance among its pupils—special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school ~~D~~district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. ~~California~~—Education Code Section 47605 (~~cb~~)(5)(G)

The Cottonwood School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or immigration status or association with an individual who has any of the aforementioned characteristics).

The Cottonwood School seeks to achieve a ~~racial and ethnic~~ student population balance as outlined in the Charter Schools Act. The Charter School shall implement a student recruitment strategy that strives to ensure a ~~racial and ethnic~~ student population balance ~~among its students~~ that is reflective of the general population residing within the territorial jurisdiction of the District that includes, but is not necessarily limited to, the following strategies:

- An enrollment process timeline that allows for a broad-based recruiting and application process;
- The scheduling of open houses, exhibitions, shadow days, visitation days, and prospective parent nights, and activities during the school year where the community is invited in to learn about the Charter School's program and educational philosophy;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School, special education students, and English learners;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and, ethnic groups, special education students and ~~interest groups~~ English learners represented in the territorial jurisdiction of the District and surrounding area of the Charter School;
- The Cottonwood School will utilize recruitment strategies such as Social Media, Radio, Website, Direct Mail, and Community Events;
- Informational materials will be translated into Spanish;

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- The Cottonwood School meetings in selected areas throughout the District to reach prospective students and parents.

ELEMENT EIGHT: ADMISSION ~~REQUIREMENTS~~ POLICIES AND PROCEDURES

Governing Law: ~~Admissions requirements, if applicable policies and procedures, consistent with subdivision (e).~~ -- ~~Education Code Section 47605(c)(5)(H)~~

The Cottonwood School is open to any California student. The Cottonwood School will actively recruit a diverse student population from the District and surrounding greater Sacramento areas who understand and value the Charter sSchool's mission and are committed to the Charter sSchool's program and educational philosophy. Admission, except as provided by Education Code Section 47605(~~ed~~)(2), shall not be determined by the place of residence of the student or his or her parent in the state of California. unless required by Education Code Section 51747.3 The Cottonwood School shall not discriminate in admissions based upon any of the characteristics described in Education Code Section 220. The Cottonwood School programs, admission policies, employment practices, and other operations will be nonsectarian. The Cottonwood School shall not charge tuition. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. In accordance with Education Code Sections 49011 and 47605(de)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code §48000(a), students must meet minimum age requirements for enrollment. The Charter School will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code §48002.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Public Random Drawing

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The Cottonwood School shall enroll all students who wish to attend the Charter School subject only to capacity. If the number of students wishing to attend The Cottonwood School exceeds The Cottonwood School's capacity, admission to The Cottonwood School, except for existing students¹ of the Charter School who are guaranteed admission in the following school year, shall be determined by public random drawing. The Cottonwood School shall hold one or more public, random drawings. Preference in the public random drawing shall follow the Public Random Drawing/Lottery Policy adopted by the Cottonwood School board. ~~be granted in the following order:~~

1. Siblings of students admitted to or attending the Charter School
2. ~~All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. (After year one)~~
3. Children of The Cottonwood School employees
4. Children of The Cottonwood School founding team
5. Children with one year prior Montessori experience
6. All other residents of the District
7. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Results will be published in English and Spanish, and will be posted online and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made. Families of students who are offered admission will have 5 days to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list.

Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list are offered admission in the order in which their names were drawn in the lottery. In no circumstance will a waitlist carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the application and enrollment process and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed.

¹ For the 2021-22 school year only, all students who are assigned to the caseload of any The Cottonwood School teacher at the time of the admission lottery shall be deemed "existing students."

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The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date. Prospective students and their parent/guardians are briefed regarding the Charter School's program and educational philosophy and are given a copy or summary of the Charter School's student-related policies prior to enrollment.

The Charter School may refine the lottery policies and procedures following the first year of operations in accordance with written policy adopted by the Cottonwood School's Board of Directors. Any adjustments to the lottery process will be communicated with the District.

Efforts to Recruit Low-Achieving and Economically Disadvantaged Students

In line with The Cottonwood School's value of a diverse community of learners, the Charter School is committed to serving academically low-achieving and economically disadvantaged students. The Cottonwood School will aggressively recruit students from the local proposed school community.

Military Duty Residency (SB455)

Pursuant to Senate Bill 1455 (2016), for purposes of determining admission preferences, a student will be deemed to meet district residency requirements if his or her parent/guardian is transferred or is pending transfer to a military installation (i.e., a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the U.S. Department of Defense or the U.S. Coast Guard) within district boundaries.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority- California Education Code Section 47605 (~~cb~~)(5)(l)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(~~cb~~)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Cottonwood School's Board of Directors, or their designee, shall select and oversee an independent auditor. The auditor will have, at a minimum, experience with school and educational accounting requirements and practices, a CPA, and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The principal will review any audit exceptions or deficiencies and report to The Cottonwood School's Board of Directors with recommendations on how to resolve them. The Cottonwood School's Board of Directors will approve a report describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process contained in the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Charter School shall be solely responsible for all costs associated with auditing services. The independent fiscal audit of The Cottonwood School shall be conducted separately from the District. The resulting audit report is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide 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.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). -- Education Code Section 47605(~~cb~~)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education

Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the school's parent, student and teacher handbooks and will clearly describe discipline expectations regarding school rules, attendance, substance abuse, violence, safety, and dress code. Each family will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the

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native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

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snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- ~~o) _____~~ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- ~~p) _____~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~q) _____~~ Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- ~~r) _____~~ Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- ~~s) _____~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive

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to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~t)~~s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~u)~~t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~v)~~u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.

- ~~a)~~b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife or other object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other ~~dangerous object~~destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- b) Brandished a knife at another person.
- ~~a)c)~~ Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- ~~l)k)~~ Knowingly received stolen school property or private property.
- ~~m)l)~~ Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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- ~~n)~~ ~~Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- ~~o)~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- ~~p)~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~q)~~o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- ~~r)~~p) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- ~~s)~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- ~~t)~~r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- ~~u)~~s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- ~~v)~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2)“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

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recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.

b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

a)c)

lii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (31)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife or other object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Director~~Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other ~~dangerous object~~destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the ~~Director~~Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States

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Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The Charter School will use the following definitions:

• The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

• The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

• The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~Principal~~Director or the ~~Principal~~Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the ~~Principal~~Director or designee.

The conference may be omitted if the ~~Principal~~Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a

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conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the ~~Principal~~Director or ~~Principal~~Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardian, unless the pupil and the pupil's parents/guardian fail to attend the conference. This determination will be made by the ~~Director~~ or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel ~~shall~~consist of at least three (3) members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~Director~~ or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the dates of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

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7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the ~~person-entity~~ presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

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exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the ~~person-entity~~ conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

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defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The ~~Principal~~Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The ~~Principal~~Director or designee shall send a copy of the written notice of the decision to expel to the ~~authorizer~~chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by

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parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

NM. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

ON. Readmission

The decision to readmit a pupil after the end of the pupil's expulsion term or to admit a previously expelled pupil from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~Principal~~ Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The ~~Principal~~ Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the pupil during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after 2 missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

RO. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**1. Notification of ~~District~~SELPA**

The Charter School shall immediately notify the ~~District~~SELPA and coordinate the procedures in this policy with the ~~District~~SELPA of the discipline of any student with a disability or student who the Charter School or ~~District~~SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment ~~or functional analysis~~, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment ~~or a functional analysis assessment~~, and implement a behavioral intervention plan for such child,

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provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law including 20 U.S.C. Section 1415(k)~~or~~ until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, ~~whichever occurs first~~, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

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- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. --~~California~~ Education Code Section 47605 (~~cb~~)(5)(K)

The Cottonwood School will provide retirement benefits to its employees. The Cottonwood School's ~~credentialed~~ employees shall be covered under the State Teachers' Retirement System ("STRS") or social security, according to their ~~classification~~eligibility. The principal is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -California Education Code Section 47605 (c)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: ~~A description of the~~The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school-California Education Code Section 47605 (cb)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School are considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing.

ELEMENT FOURTEEN: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the ~~the~~charter ~~the~~school and ~~the entity granting the chartering authority~~ to resolve disputes relating to provisions of the charter-California Education Code Section 47605 (~~cb~~)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff and the Cottonwood School's Board of Directors, and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and The Cottonwood School's Principal. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Cottonwood School's Principal and District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and The Cottonwood School's Principal and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and The Cottonwood School's Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and The Cottonwood School's Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: ~~A description of the~~ The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(~~cb~~)(5)(OP))

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 or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the El Dorado 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 students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

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 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 a suitable alternative location for storage.

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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.

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.

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 the dissolution of the non-profit public benefit corporation shall return to the non-profit 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.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit 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 non-profit 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.

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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.

~~ELEMENT SIXTEEN:~~ MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(~~h~~g)

Attached, as Appendix E, please find the following documents:

- Multi-year projections;
- Cash flow;
- Budget Narrative

These documents are based upon the best data available to the Charter School at this time.

Financial Reporting

The Charter School shall provide reasonably comprehensive financial reports to the District as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605-~~6~~(h) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31st. Additionally, on December 15th, a copy of the Charter School's annual independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, CDE, and the County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall also provide with each financial report supporting and/or backup information including but not limited to: MYP for current and two subsequent years; Assumptions used for two subsequent years; Explanation for major variances by category between reporting periods; Enrollment projection; ADA P2 projection by grade level; COLA & Deficit percentage; Calculation used for determining general purpose funding; List of statutory

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benefit rates; List of H&W rates and number of participants; and Number of FTEs for certificated and classified employees for each year

Financial Relationship

The Charter School shall receive funding in accordance with Education Code Section 47630 *et seq.* and Education Code Section 47651(a). The District will be reimbursed up to 1% of the LCFF revenues of The Cottonwood School (in accordance with Education Code Section 47613(a) through (f)) to cover the actual costs of overseeing the Charter School. The District shall provide and/or perform the supervisory oversight tasks and duties specified by Education Code Section 47604.32 and/or necessitated by this charter. The Cottonwood School seeks to have an appropriate and mutually cooperative business relationship with the District.

Insurance

The Cottonwood School will acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The policies of the Charter School will provide for indemnification of members of The Cottonwood School Board and its officers, agents, and employees. The Charter School will also purchase directors and officers insurance and fidelity bonding to secure against financial risks, and insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Buckeye Union Elementary School District will be named an additional insured party on the general liability insurance of The Cottonwood School. Prior to opening, The Cottonwood School will provide evidence of the above insurance coverage to the district.

Facilities

The Cottonwood School will be ~~temporarily~~ located at 700~~60~~ Rossmore Ln, El Dorado Hills, CA 95762.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. -- Education Code Section 47605-~~6~~(h).

~~The Principal (or designee) shall serve as the Charter School's liaison with the District.~~ It is anticipated that some of these services for students in The Cottonwood School will be contracted with the District. The specific terms and cost of these services will be specified in a Memorandum of Understanding (MOU) between the Charter School and the District. Negotiation of the terms of this MOU will begin immediately and be completed by June 1, 2019. Additionally, the Charter School shall provide or procure administrative services either through its own staff, or through an appropriately qualified third-party contractor.

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The Charter School shall be solely responsible for all costs associated with auditing and accounting services.

Pursuant to California law, the authorizer shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

~~Exclusive Public Employer Declaration~~

~~Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).—Ed. Code 47605(b)(5) (O)~~

~~The Charter School shall be deemed the exclusive public school employer of the employees at The Cottonwood School for the purposes of the Educational Employment Relations Act (EERA).~~

Transportation

Arrangements for transporting students enrolled in The Cottonwood School will be spelled out in the Memorandum of Understanding (MOU) between the Charter School and the District. The Charter School shall only provide transportation to and from school as required by law.

The Charter School shall be solely responsible for the direct cost of any and all transportation services provided by the Charter School for its pupils enrolled in the Charter School. The Charter School shall ensure that Charter School field trip consent and medical insurance forms are consistent with the requirements set forth by our liability carrier and The Cottonwood School Transportation Safety Plan (see Appendix A).

Food Services

The Cottonwood School recognizes that adequate, nourishing food is essential to student health, development, and ability to learn. The Cottonwood School shall develop strategies to increase students' access to the Charter sSchool's food service programs and to maximize their participation in available programs. National School Lunch Program (NSLP) will be available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students at reasonable prices.

In accordance with law, the Charter sSchool shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

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The Cottonwood School shall seek to develop a Memorandum of Understanding (MOU) with a local food service management company such as Goodfellas4kids or Lunch Box Express. Foods and beverages available through the school's food service program shall meet the federal requirements of National School Lunch Program (NSLP). The Cottonwood School shall not advertise food or beverages during the school day and from participating in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with those nutritional standards when the pupils reach certain academic goals. .

District Reports

The District agrees to file all reports specifically required by law to be filed with the California Department of Education or any other State or federal agency by a local educational agency on behalf of the District and/or Charter School. The Charter School shall promptly provide the District with any information, data, or documentation necessary for the District to timely file such reports in accordance with law. The Charter School shall be solely responsible for the accuracy of all data submitted to the District. The Charter School shall be responsible for filing all other reports as may be required by law.

Upon request, the Charter School shall promptly respond to all District requests for documentation, including any financial records, pursuant to Education Code Section 47604.3. The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The Charter School recognizes and shall comply with the District Superintendent's authority to monitor and investigate the Charter School in accordance with Education Code Section 47604.4.

Attendance Reporting, School Calendar, and Other Data

The Charter School shall provide the District with a copy of the Charter School's annual attendance calendar for the upcoming school year no later than July 1 of each year for which it is in existence. The Charter School shall maintain no less than the minimum number of instructional days and minutes required by the Education Code and/or the California Code of Regulations for each grade level served. The Cottonwood School's proposed academic calendar is attached in Appendix B.

Subject to District approval, the Charter School shall establish and maintain an attendance reporting system to record and account for the Charter School's ADA, as defined in Title 5, California Code of Regulations section 11960. The Charter School shall timely report ADA figures to the District per regulatory timelines for period one, period two and annual attendance. The Charter School shall provide the District with a monthly enrollment report no later than the 15th calendar day of the following attendance month. The Charter School shall provide all data and reports required by the District in hard copy and electronic data files. The Charter School

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shall submit enrollment and demographic information to the California Education Data System (CBEDS), and the California Longitudinal Pupil Achievement Data System (CALPADS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for the Charter School.

Amendments

This Charter School Petition may be amended by a written agreement between The Cottonwood School's Board of Directors and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

Term of the Charter

The term of this charter shall be for five (5) years, from July 1, 2018 to [June 30, 2023](#).

Renewal of Charter

The term of this charter shall terminate on [June 30, 2023](#). The Charter School may request from the District a renewal, and/or a material revision, of the charter at any time prior to expiration. A renewal request will be presented by the Charter School no later than 120 days prior to the expiration of the charter.

The District agrees to hear and render a decision regarding a renewal, a material revision, or an amendment to the charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code Sections 47605 and 47607. Renewal shall be considered in accordance with Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11966.5.

MOU and Severability

Details of any District -provided services, costs and funding between the District and The Cottonwood School shall be detailed in an MOU.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with the terms of this Charter, the parties agree to work cooperatively to amend this Charter and any applicable MOU provisions to accord with any such changes.

The terms of this Charter contract are severable. In the event that any provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall

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remain in effect, unless mutually agreed otherwise by the District and the governing board of The Cottonwood School.

Services for Homeless and Foster Youth

Education Code section 48850 et seq.: Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools. (Effective 1/1/16)

The Charter School is committed to meeting the unique needs of all of its students. Through its Parent Liaison, counseling team, Advisory structure, staff, and administration, the Charter School will ensure that students protected by this requirement receive all required services. Furthermore, the Charter School will make efforts to provide any additional assistance identified by the student or the school community.

Foster Family Agencies and Group Homes right to review pupil records as indicated by SB233 and is included in The Cottonwood School Educational Records and Student Information Policy under section 6. Disclosure of education records and directory information: *An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law (see Appendix A).*

Resources and Support to LGBT+ Students

Education Code section 234.1: Requires charter schools serving grades 7-12 to provide certificated employees with information regarding school site/community resources providing support to LGBT+ students. (Effective 1/1/17)

The Charter School's staff will receive this information annually during the 5 Staff Work Days that precede the first day of instruction. The Charter School's Parent Liaison, counseling team, Advisory structure, staff, and administration will also work to assist these students with any necessary supports.

Protecting Children who are Immigrants (AB 699)

The Cottonwood School has policies and procedures for gathering and handling sensitive student information during enrollment and shall establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or have access to a student. The policies are attached in Appendix A.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. - Education Code Section 47605(~~hg~~).

The Charter School shall be operated by The Cottonwood School, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(~~de~~), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Cottonwood School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of The Cottonwood School provide for indemnification of the Board of Directors, officers, agents, and employees, and The Cottonwood School maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of The Cottonwood School.

The Cottonwood School Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, staff, and participating families, and establishing policies and procedures governing financial transactions and dispute resolution.

Conclusion

By approving this charter petition, the District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools.

Appendices

Appendix A: Cottonwood Bylaws, Conflict of Interest Code, & Policies

SECOND AMENDED BYLAWS OF THE COTTONWOOD SCHOOL a California Nonprofit Public Benefit Corporation

ARTICLE I OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary in the minutes of a Board meeting.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the Board of Directors ("Board of Directors" or "Board") may from time to time determine or the activities of the corporation may require.

ARTICLE II OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV DEDICATION OF ASSETS

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The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid pursuant to the School's charter and the articles of incorporation.

**ARTICLE V
NO MEMBERS**

Section 1. NO MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 2. AUTHORITY VESTED IN BOARD. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

**ARTICLE VI
DIRECTORS**

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers in addition to the other powers enumerated in these bylaws:

- (a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.
- (b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.
- (c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

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(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the Board. At least one member of the Board of Directors will be a community member or a parent of The Cottonwood School student. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons" (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise.; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 5. NOMINATION OF BOARD CANDIDATES. The Board will endeavor to advertise Board vacancies on its website and directly to the school community. Board candidates may also be recommended by Board members. The Board will accept applications to fill available vacancies but is not obligated to appoint any Board candidate.

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Section 6. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president, or the secretary, or to the Board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 7. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed at any time by a majority vote of directors then in office, with or without cause. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 8.

Section 8. VACANCIES. Vacancies on the Board, except for the representative appointed by the charter authorizer, shall be filled by the vote of a majority of directors then in office. Directors appointed to fill a vacancy shall hold office until expiration of the term of the vacant seat. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 9. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). A two-way teleconference location shall be established at each resource center.

Section 10. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the Board of Directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. At least 72 hours before a regular meeting the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 11. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the chairman of the Board, if there is such an officer, or a majority of the Board of Directors. If a chairman of the Board has not been elected

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then the vice-chairman is authorized to call a special meeting in place of the chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 12. NOTICE OF SPECIAL MEETING. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 13. QUORUM. A majority of the directors then in office shall constitute a quorum. Every act or decision of the Board of Directors will be by majority vote of the directors in attendance, based on the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 14. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. All votes taken during a teleconference meeting shall be by roll call;

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- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda²;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 15. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 16. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the Board of Directors.

Section 17. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 18. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VII COMMITTEES

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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Section 1. COMMITTEES OF DIRECTORS. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to such committees shall be by a majority vote of the directors then in office. The Board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 2. MEETINGS AND ACTION. Meetings and actions of committees of the Board shall be governed by, and held and taken in accordance with, the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the Board of Directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee not inconsistent with the provisions of these bylaws.

ARTICLE VIII OFFICERS

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Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the Board of Directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 5. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the Board of Directors or prescribed by the bylaws.

Section 6. PRESIDENT. The President, also known as the Executive Director, shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 7. VICE CHAIRMAN. If a chairman of the board directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

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Section 8. S ECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, the proceedings thereof, and the vote or abstention of each Board member present for each action take .

The secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 9. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board of Directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the Board of Directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the bylaws.

If required by the Board of Directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and

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including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE X RECORDS AND REPORTS

Section 2. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the Board of Directors and committees of the Board. All such records shall be kept at the corporation's principal executive office.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours

Section 4. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts as permitted by California and federal law.

Section 5. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

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(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 6. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS
AND
INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE X GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the Bboard of Directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE X

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CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), 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.

ARTICLE XI**CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XII**LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII AMENDMENTS

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The Board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office.

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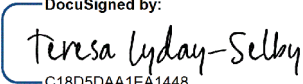
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CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of The Cottonwood School, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of The Cottonwood School on, July 21, 2020.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 22 day of July, 2020.

DocuSigned by:

C18D5DAA1EA1448...

Teresa Lyday Selby, Secretary

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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

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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).

Category 1 Reporting:

APPENDIX B

Disclosure Categories

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

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person's department, including, for example, vendors providing such goods and services to be utilized in the instruction of students.

The Cottonwood School INDEPENDENT STUDY POLICY

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Program or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

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- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be 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, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.



Education Records and Student Information Policy

The Cottonwood School is committed to protecting student privacy in accord with the Family Educational Rights and Privacy Act or "FERPA" and the California Constitution.

The purpose of the Cottonwood School Governing Board approving this Education Records and Student Information Policy is to accomplish the following:

1. Define Education Records
 2. Establish the Procedures for Requesting Copies of Education Records
 3. Establish the Procedures for Requesting to Review Education Records
 4. Establish the Procedures for Requesting for Amendment to Education Records
 5. Outline the Procedures for Challenging the Education Record
 6. Outline the Disclosure of Education Records and Directory Information
 7. Outline the Process of Record Keeping
 8. Outline Parental and Eligible Student Right to File a Complaint with U.S Department of Education.
1. **Education Record:** An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the Charter School. Such information includes but is not limited to:
- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
 - Grades, test scores, courses taken, academic specializations and school activities;
 - Special education records;
 - Disciplinary records;
 - Medical and health records;
 - Attendance records and records of past schools attended;
 - Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The Charter School shall not use any school resources or data to be used to create a registry

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based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Charter School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the Charter School.
- Records that only contain information about an individual after he or she is no longer a student at the Charter School.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations.

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- Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

2. **Requesting to Review Education Records:** Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Director of Records. Within forty-five (45) days, the Charter School shall comply with the request.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the Charter School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

3. **Requesting Copies of Education Records:** The Charter School will provide copies of requested documents within ten (10) days of a request for copies. The Charter School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.
4. **Requesting for Amendment to Education Records:** If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that the Charter School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The Charter School will respond within ten (10) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.
5. **Challenging the Education Record:** If the Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Dean of Academics. The parent or eligible student will

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be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Dean of Academic's decision will be based solely on the evidence presented at the hearing. Within thirty 30 days of the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

- 6. Disclosure of Education Records and Directory Information:** With the exceptions listed below, the Charter School will not release educational records to any person or entity outside the Charter School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The Charter School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the Charter School shall not release the information.

The Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

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Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, the Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The Charter School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the Charter School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the Charter School receives an information request related to a student's or family's immigration or citizenship status, the Charter School personnel shall take the following action steps:

- Notify the Executive Director or Deputy Executive Director about the information request;
- Provide students and families with appropriate notice and a description for the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The Charter School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The Charter School will disclose education records, without consent, to the following parties:

- Charter School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Contractors, consultants, volunteers or other parties to whom the Charter School has outsourced institutional services or functions may be considered a Charter School official provided that the outside party performs an institutional service or function for which the Charter School would otherwise use employees, is under the direct control

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of the Charter School with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information;

- Other schools to which a student seeks or intends to enroll;
- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accrediting organizations in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.
- An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law;
- Other disclosures as provided by applicable law.



Immigration Enforcement Policy

The Cottonwood School is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

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

1. Outline the Procedures for Responding to an Immigration or Law-Enforcement Officer
 2. Outline the Procedures for Notifying Parents Before a Student is Interviewed or Searched by any Officer Seeking to Enforce Civil Immigration
1. **Responding to an Immigration or Law-Enforcement Officer:** The Charter School personnel shall notify the Executive Director or Deputy Executive Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of the Charter school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears at a school function specifically for immigration-enforcement purposes, the Charter School personnel must take the following actions:

1. Advise the officer that the Charter School personnel must have the Executive Director or Deputy Executive Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being at the Charter School event and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for the Charter School records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the Charter school location, the Charter school personnel should comply and contact the Executive Director or Deputy Executive Director.

If the officer does not declare that exigent circumstances exist, the Charter School personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

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The Charter School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

The Charter School personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all the Charter School personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. The Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school location or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

2. **Parental Notification:** Before a student can be interview or searched by any officer seeking to enforce civil immigration laws at the Charter School, the Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

The Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.



Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

The Cottonwood School is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

The purpose of The Cottonwood School Governing Board approving this Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member is to accomplish the following:

1. Outline the Procedures for Responding to the Detention or Deportation of a Student's Family Member
1. **Responding to the Detention or Deportation of a Student's Family Member:** The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:
 - Know their emergency phone numbers;
 - Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

The Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if not parent or guardian is available.

The Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.

The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

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Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

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Suicide Prevention Policy

The Cottonwood School is committed protecting the health and well-being of all The Cottonwood School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

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

1. Explain the Purpose for The Suicide Prevention Policy
 2. Identify Parental Involvement in Suicide Prevention
 3. Outline Key Terms and Definitions of Suicide Prevention
 4. Identify Risk Factors and Protective Factors
 5. Outline the Warning Signs of Suicide
 6. Outline How to Respond to the Warning Signs of Suicide
 7. Explain Suicide Discussion/Communication for Parents and Children.
 8. Outline the Process for Assessment and Referral
 9. Outline the Process for Implementing the Policy
 10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention
1. **Purpose:** The Cottonwood School recognizes that:
- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
 - b) further recognizes that suicide is a leading cause of death among young people,
 - c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

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d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, The Cottonwood School hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

2. Parental/Guardian Involvement: Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, The Cottonwood School faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

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3. Key Terms and Definitions:

- ***At Risk*** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- ***Mental Health*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- ***Postvention*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- ***Risk Assessment*** An evaluation of a student^{[[[} who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- ***Risk Factors for Suicide*** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- ***Self-Harm*** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- ***Suicide*** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

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- ***Suicide Attempt*** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- ***Suicidal Behavior*** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

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1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert

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with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.

7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

5. **Warning Signs of Suicide:** It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking.* Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die. Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:
 - Feeling anxious or agitated
 - Sudden reckless behavior
 - Significant changes in sleep behavior (hardly sleeping, sleeping too much)

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- Withdrawing or isolating from others
- Talking about feeling trapped
- Talking about pain feeling unbearable
- Talking about being a burden to others
- Increased use/abuse of alcohol or drugs
- Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6. **Responding to the Warning Signs:** The most important thing you can do is *take the person seriously*. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, "Are you thinking of ending your life?" or "Are you considering killing yourself?" Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine how significant the risk. The more developed the person's suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, "No," continue to be with the person and give support and stay in touch for the next few days, repeating the above process.

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- Talk to a parent or older relative
- Call your pediatrician or physician
- Talk to a trusted adult, teacher, or guidance counselor
- National Suicide Prevention Lifeline: 800-273-8255
- If someone is in immediate danger, call 911. *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you've allowed others to show they care.*

8. **Assessment and Referral:** When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- The Cottonwood School will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.

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- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g. teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or neighbor.*

9. **Prevention: School Policy Implementation:** A suicide prevention coordinator shall be designated by The Cottonwood School Administration. This may be an existing staff person, such as a School Counselor or School Psychologist. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

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The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for suicidal thoughts and behavior. Bully-victims (those who report both bullying others and being bullied) are at the highest risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, post-vention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most

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appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop with the student a safety plan. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

Please Remember:

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for police evaluation of the individual. If the person is a danger to self or others, the officer can transport the person to a hospital where he or she may be held.

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Postvention. Following a suicide, school communities must strike a delicate balance. Students should have an opportunity to grieve, but in a way that does not glorify, romanticizing or sensationalizing suicide, which may increase suicide risk for other students.

Confirm facts. Confirm the facts related to the death with the family and/or police. Inform other schools in the district with students related or close to the deceased. Contact the family to offer condolences, ask what the school can do to help, offer resources, and to discuss communication with the school community. Protect and gather the personal effects of the deceased for the family and/or the police. Pay close attention to other students (and staff) who may also be at risk of suicidal behavior.

Resources needed. In some situations, schools may have adequate resources to handle the aftermath of a suicide. However, it is critical that schools assess the impact of the suicide on the school community to determine the level of postvention support needed. Factors to consider include how well known the student was, if the suicide was public (e.g., occurred at a school event), and/or if the deceased had shared his/her suicidal intentions with others (particularly to large numbers of other students via social media). These factors generally increase the impact and thus the potential postvention needs of members of the school community.

Contagion. Suicide contagion occurs when suicidal behavior is imitated. The effect is strongest among adolescents: they appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. Guilt, identification, and modeling are each thought to play a role in contagion. Sometimes suicide contagion can result in a cluster of suicides. Studies indicate that 1-5% of all suicides within this age group are due to contagion (100-200 teenage cluster suicides per year).

Suicide postvention strategies designed to minimize contagion include avoiding sensationalism or giving unnecessary attention to the suicide, avoiding glorifying or vilifying of suicide victims, and minimizing the amount of detail about the suicide shared with students.

If there appears to be contagion, school administrators should consider taking additional steps beyond the basic crisis response, including stepping up efforts to identify other students who may be at heightened risk of suicide, collaborating with community partners in a coordinated suicide prevention effort, and possibly bringing in outside experts.

Memorials. Memorials in particular run the risk of glamorizing suicide and should thus be implemented with great care. Living memorials are recommended such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing opportunities for service activities in the school that emphasize the importance of student's taking care of each other.

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and

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encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock** – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.
- **Reality** – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.
- **Reaction** – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.
- **Recovery** – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

10. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>

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- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place -** www.healthyplace.com
- **Jed Foundation -** www.jedfoundation.org
- **National Federation of Families for Children's Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.

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- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter, Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- **Book Resources for Teens: Mental Health and Resilience**
- Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide for Teens. 2008.
- Fox, Annie. Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy. 2005
- Seaward, Brian. Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger. 2002.
- Espeland, Pamela. Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun. 2003.
- Covey, Sean. The 7 Habits of Highly Effective Teens. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*

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- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame.*
- Peter A. Levine, *Waking the Tiger: Healing Trauma*



Transportation Safety Plan

The Cottonwood School Board recognizes that School Bus transportation provided by school districts/charter schools in California is not mandated by State Law or the California Education Code. It is a privilege for pupils to ride the school bus. The following rules and information contained in this safety plan were developed to insure all students receive safe and dependable transportation. Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not allow any pupil to leave the bus in route between home and school or other destination unless the pupil is given to the custody of a parent or any person designated by the parent or school. (CCR, Title 5, Section 14103) (CCR, Title 13, Section 1217)

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

1. Define Student Instructions
 2. Establish Bus Routes
 3. Establish the Rules for Walking To and From School Bust Stopes
 4. Outline Rules of Conduct At School Bus Loading Zones
 5. Outline Rules and Regulations for School Bus Passengers for Safe-Riding Practices
 6. Outline Rules for Red Light Crossing
 7. Establish How to Determine if a Pupil Requires Escort
 8. Establish the School Bus Danger Zones
 9. Outline the Rules for Transportation for Field Trips
 10. Outlines the Rules for using School Vehicles to Transport Students
 11. Outlines the Rules for using Parent Vehicles to Transport Students
 12. Outlines Bus Safety
 13. Explain Notification to Parents of Transportation Provided
 14. Explain the Procedures for Special Situations
-
1. **Student Instructions:** All Students who are transported in a school bus or activity bus shall receive instruction in school bus emergency procedures and passenger safety.
 - Each school year, the administrator or designee shall provide appropriate instruction to safe riding practices and emergency evacuation drills. Each student who receives home to school transportation in a school bus shall be required to receive this instruction. (CCR, Title 5, Section 14102).

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- At least once each school year, all students in grades pre-kindergarten through 8th grade who receive home to school transportation shall receive safety instruction which includes, but is not limited to:
 - Proper loading and unloading procedures, including being escorted by the bus driver.
 - Proper passenger conduct.
 - Bus evacuation.
 - Location of emergency equipment.

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction may include responsibilities of passengers seated next to an emergency exit. Each time this instruction is given, the following information shall be documented:

- District Name
- School Name and Location
- Date
- Names of Supervisors
- Number of Students Participating
- Grade Levels of Students
- Subjects Covered
- Amount of time used
- Bus Driver's Name
- Bus Number

This document shall be kept on file at the ~~The~~ Cottonwood School Office for one year, and be available for inspection by the California Highway Patrol. (~~Ed Code~~ 38048)

2. **Bus Routes:** Regular home to school bus route schedules are available at the school offices prior to the first day of school in August. Any questions regarding bus stops or changes in the schedule should be directed to the Director of Transportation at (530) 696-2451. Each bus route schedule includes the name of the route, bus stops, time of arrival, driver's name and bus number. Students shall have a designated school bus stop.
3. **Walking To and From School Bust Stops:** Students should be very careful when walking to and from school bus stops. Parents should accompany young children to the bus stop and assist in keeping order while waiting for the bus. Students should walk directly to and from the bus stop, using the safest route possible. Students are instructed to stay on sidewalks or on the road shoulder as far from the main traveled portion of the road as possible. Children need to pay close attention to traffic and weather conditions especially during reduced visibility. Students should never accept a ride from a stranger. Students need to leave home early enough to be at the bus stop 5 minutes before the bus is scheduled to arrive. Students should always walk to and from bus stops facing traffic and out of the roadway. Crosswalks should always be used to cross a road when available. Children

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should remain orderly at all times and refrain from any horseplay while walking to and from the bus stop.

4. **Rules of Conduct At School Bus Loading Zones:** Students should stand in line facing traffic so the bus can be seen approaching. Students should be at least six feet back from where the bus will stop. Students should not approach the bus until the bus comes to a full stop and the driver opens the door. Students should never go under the bus to retrieve papers or other objects they have dropped. They should always ask the driver for assistance. Destroying property, playing on the street, or any kind of horseplay at a bus stop is dangerous and prohibited. When waiting to load or unload the bus, students are the responsibility of the driver. They must follow the driver's directions. Students should never run after a bus they have missed. They need to inform a parent or guardian they missed the bus and obtain other means of transportation. Students need to plan on being at the bus stop at least 5 minutes before the designated time. In the afternoon, students should wait for the bus in an orderly manner at the designated area at school. Teachers or aides on duty at the bus loading zone shall maintain order over students waiting for the bus. Students must maintain safe distances from the buses until they come to a full stop and the door is open.
5. **Rules and Regulations for School Bus Passengers for Safe-Riding Practices:** The Rules and Regulations for students shall include, but are not be limited to, all of the following:
 - Pupils are encouraged to arrive at their bus stop 5 minutes early.
 - Pupils shall use only their designated bus stop.
 - Pupils pre-kindergarten through 8th grade shall leave the bus only at their regular stop unless they have a note from a parent or guardian authorizing them to use a different bus stop.
 - Fighting, pushing or horseplay of any kind is prohibited on the bus at all times.
 - The use of profane language, obscene gestures, or excessive and unnecessary noise is prohibited at all times.
 - Pupils shall not throw any objects inside or out of the bus.
 - Pupils shall sit up in their seats, facing forward, with their feet on the floor and not obstructing the aisle.
 - Pupils shall not change seats while bus is in motion, or stand up and leave their seats until the bus has come to a full stop and the door is open.
 - Pupils shall keep all parts of their body, head, arms, hands, etc. inside the bus windows and emergency exits at all times.
 - Pupils shall not damage, deface or tamper with any equipment, radios, controls or emergency exits while on the bus.
 - Pupils are not allowed to eat, drink or use any type of tobacco products on the bus. On student activity trips only, the bus driver may allow students to eat and/or drink.
 - Pupils are not allowed to bring live animals, except service dogs on the bus.
 - Pupils shall obey the instructions of the driver at all times.

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6. **Red Light Crossing:** The Cottonwood School bus drivers escort all students pre-kindergarten through the 12th grade who need to cross the street after departing the bus. Pupils shall inform the bus driver whenever they plan to cross the street so the bus driver can safely prepare the bus for crossing procedure. At this point, the driver sets the parking brake, secures the bus, checks traffic, turns on the red lights, takes the key, opens the door, and exits the bus first with a hand held stop sign. The students must remain in position next to the bus until the driver signals to them it is safe to cross. The driver then escorts them across the street. This crossing maneuver is considered dangerous and students must be aware, alert and follow the directions of the driver.
7. **Determining if a Pupil Requires Escort:** The bus driver, in conjunction with the school administration, the school, and the input of the student and/or parent or guardian shall determine if an escort is required to cross a street at a particular bus stop. Every stop requiring an escort will be clearly marked on the route sheet. (CVC 22112)
8. **School Bus Danger Zones:** The areas within 12 feet to the perimeter of the bus are called the danger zones. Students are directed to be no closer than 12 feet to the bus except when loading and unloading. The vast majority of school bus accidents and injury to students occur outside the bus in this danger zone. Students should never go under or near the bus to retrieve papers, lunch boxes, or other objects, as the driver may not be able to see a student in one of these locations.
9. **Field Trips:** School buses are the most highly regulated vehicles used for student transportation and school bus drivers are the most highly trained commercial drivers in California. School buses utilized for field trips are the safest means of transportation for the school district. School buses must be inspected and serviced by the district every 45 days or 3000 miles, whichever comes first. This inspection covers all mechanical, electrical and drive train equipment. Also, each bus must be inspected and re-certified by a California Highway Patrol Motor Carrier Inspector every 12 months. A certificate must be on the bus signed and dated by the CHP Inspector. The driver must also have a special driving certificate and a Class B license.
10. **School Vehicles:** No school vehicle (van, car, etc) shall be used for student transport.
11. **Parent Vehicles:** The use of parent vehicles for field trips shall strictly adhere to The Cottonwood School policy. All parents must show proof of appropriate insurance, be properly licensed and be registered with the school for such purposes. In no case shall a vehicle be used that seats more than 10 passengers including the driver. All passengers must be seat belted while in the vehicle.
12. **Bus Safety:** School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers for school activity trips shall have the authority to discontinue the bus

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operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (CVC 34501.6) School buses and other vehicles used for pupil transportation shall not be operated whenever the number of passengers exceeds the seating capacity, except when necessary in emergency situations which require that students be moved immediately to insure their safety. Each school bus shall be equipped with at least one fire extinguisher and appropriate first aid kit which meets the standards specified by law. The administrator or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

13. Notifications: Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in pre-kindergarten through 8th grade, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

- A list of school bus stops near each pupil's home.
- General rules of conduct at school bus loading zones.
- Red light crossing instructions.
- School bus danger zones.
- Walking to and from school bus stops. (Ed. Code 38048)

14. Special Situations: If you encounter a student transportation safety situation that is not covered under this plan, please call the School Office at (530) 473-2550 or the School Bus Safety Officer of the California Highway Patrol at (530)-674-6141 direction. This Safety Plan shall remain on file at the ~~The~~ Cottonwood School Office and be made available for inspection by the California Highway Patrol.

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(Chapter 721 Statutes of 2016) as it was written and the regulations written by the California Highway Patrol.

3. **When a Child Alert System is Not Required:** a child safety alert system is not required if all of the following apply:
 - The bus is not used exclusively to transport pupils;
 - The pupils are accompanied by at least one adult chaperone selected by a school official;
 - If the adult chaperone is not an employee, the chaperone shall meet the requirements for a school volunteer as established by school policy;
 - The adult chaperone has a list of every pupil and adult chaperone, including a school employee who is on the bus at the time of departure;
 - The driver has reviewed all safety and emergency procedures before the initial departure and the driver and adult chaperone have signed a form acknowledging review of the safety plan and procedures;
 - The adult chaperone takes and certifies a "head count" prior to each departure and the driver and adult chaperone sign a form verifying that all pupils are present or accounted for;
 - After pupils have exited a school bus and before driving away, the driver checks all areas of the bus after pupils have exited;
 - The driver shall sign a form with the time and date verifying that all required procedures have been followed and all required documentation shall be retained by the charter school for at least two years.
4. **Transportation Safety Plan:** The School Director or a designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students to or from school or school activities. The plan shall be available for review by Board members and made available upon request to an officer of the California Highway Patrol.
5. **Mandatory Notification of Department of Motor Vehicles Regarding Disciplined Bus Drivers:** The School Director or a designee shall notify the Department of Motor Vehicles within five calendar days of taking disciplinary action against a driver for leaving an unsupervised pupil on a bus and when the School found the driver's action constituted gross negligence.

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APPENDIX B: Cottonwood 2020-2021 School Calendar and Bell Schedule

2020-2021 School Calendar

NORTHERN CA INSPIRE FAMILY OF SCHOOLS

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
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November 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Year Dates	
Aug 3	Teachers Back to Work
Aug 17	First Day of School for Students
Jan 8	End of Semester 1
Jan 15	Report Cards Due
May 25	Last Day of School
Jun 2	Report Cards Due

Holidays	
Sep 7	Labor Day
Nov 11	Veteran's Day
Nov 23-27	Thanksgiving Vacation
Dec 21-Jan 4	Winter Break
Jan 18	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 15	Washington Day
Mar 29-Apr 5	Spring Break
May 31	Memorial Day

School Events	
May 7	Homeschool Showcase
May 26	8th Promotion & 12th Graduation

Learning Period Dates	
LP1	8/17-9/18
LP2	9/21-10/16
LP3	10/19-11/13
LP4	11/16-1/8
LP5	1/11-2/11
LP6	2/16-3/12
LP7	3/15-4/15
LP8	4/16-5/25

January 2021						
S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

February 2021						
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28						

March 2021						
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April 2021						
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May 2021						
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30	31					

June 2021						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Events- Dates TBD	
Regional Community Connections	
Field Trips	

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Win, Spr	STAR 360

School Closed

Teacher In Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

Calendar Templates by Vertex42.com <https://www.vertex42.com/calendars/school-calendar.html>

20 10 30 The Cottonwood School Material Revision redline v7 (CG)20 10 05 The Cottonwood School Material Revision redline edited by Cindy20 06 24 The Cottonwood School Charter Material Revision (Final)

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2019-2020 School Calendar

July 2019						
S	M	T	W	T	F	S
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20	21	22	23	24	25	26
27	28	29	30	31		

August 2019						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		


November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Staff Professional Development

* Staff Retreat Aug 5 - 6

Sep-Jun at least once per month

 School Closed

THE COTTONWOOD SCHOOL

School Year Dates

Aug 20	School Begins
Jan 24	End of 1st Semester
Jun 11	Last Day of School


Calendar: 08/20-06/11

Holidays

Jul 4	Independence Day
Sep 02	Labor Day
Nov 11	Veterans Day
Nov 25-29	Thanksgiving Break
Dec 16 - Jan 03	Winter Break
Jan 20	Martin Luther King Day
Feb 14	Lincoln's Birthday
Feb 17	Washington's Birthday
Apr 03-10	Spring Break
May 25	Memorial Day

School Accountability

Attendance Logs due every Learning Period
Work Records due twice a Semester
Student Conferences every Learning Period

 Teacher In-service

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Assessment Windows

PFT: Feb- March at various locations

*SBAC: April- May at various locations

 First & Last Day of School

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Tentative Bell Schedule for the 2020-2021

The Cottonwood High School Bell Schedule

2-Block Day			
M, Tu, Th, F		Wednesday	
Advisory/Community Meeting	8:30-9:03am (33)	Advisory/Community Meeting	8:30am-9:01 (31)
Block 1	9:06am-11:35 am (149)	Block 1	9:04am-10:59 am (115)
Collaboration, Garden, Personal Reflection	11:38am-12:09am (31)	Collaboration, Garden, Personal Reflection	11:02am-11:34am (32)
Lunch	12:09am-12:44pm	Lunch	11:34am-12:09am
Block 2	12:47am-3:16pm (149)	Block 2	12:12am-2:07pm (115)
Closing	3:19pm-3:30pm (11)	Closing	2:10pm-2:25pm(15)
Total Instructional Minutes	373 daily		308 Wednesdays
3-Block Day			
M, Tu, Th, F		Wednesday	
Advisory/Community Meeting	8:30am-9:03am (33)	Advisory/Community Meeting	8:30am-9:00am (30)
Block 1	9:06am-10:46am (100)	Block 1	9:03am-10:33am (90)
Block 2	10:49am-12:29pm (100)	Block 2	10:36am-12:06pm (90)
Lunch	12:29pm– 1:04pm	Lunch	12:06pm-12:41pm
Collaboration, Garden, Personal Reflection	1:04pm-1:37pm (33)	Block 3	12:41pm-2:11pm (90)
Block 3	1:40pm-3:20pm (100)	Closing	2:14pm-2:25pm
Closing	3:23pm-3:30pm (7)		
Total Instructional	373 Daily		308 Wednesdays

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Proposed Bell Schedule

2019-2020

Site-Based High School

Regular (Monday, Friday)

Period 1	8:20 - 9:50
Period 2	9:55 – 11:25
Lunch	11:25 – 11:55
Advisory	12:00 – 12:30
Period 3	12:35 – 2:05
Period 4	2:10 – 3:40

Tutorial (Tuesday, Wednesday)

Period 1	8:20 - 9:40
Period 2	9:45 – 11:05
Tutorial	11:10 – 11:45
Lunch	11:45 – 12:15
Advisory	12:20 – 12:50
Period 3	12:55 – 2:15
Period 4	2:20 – 3:40

Early Release (Thursday)

Period 1	8:20 - 9:20
Period 2	9:25 – 10:25
Advisory	10:30 – 11:05
Lunch	11:05 – 11:35
Period 3	11:40 – 12:40
Period 4	12:45 – 1:45

Finals

Period 1/2	8:20 – 10:20
Nutrition	10:20 – 10:40
Break	
Period 3/4	10:45 – 12:45

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Appendix C: Advisory and Core Curriculum**Proposed Advisory Overview****Goals of Advisory Program**

- Provide social and emotional support for students as they transition from elementary to adolescence
- Allows advocates to facilitate activities and provide connections to help students build character, confidence, and self-esteem
- Practice the value of effective communication within a community setting - listening and speaking from the heart
- Provides a safe place to offset every day pressures and negative experiences
- Gateway between families and students
- Support academic growth and progress (weekly progress, graduation requirement checklist) and foster a sense of empowerment over their own achievements
- Support post-secondary goals and provide direction, guidance, and counseling tools through collaboration with counselor on site and the use of *californiacolleges.edu*
- Enhance basic skills (i.e. reading and mathematics)
- Build a portfolio demonstrating self-growth over time, service learning and other community-based opportunities and experiences, and academic achievement
- Build community and team-spirit amongst students within each advisory
- Provide opportunities for peer-collaboration and support for one another through team challenges between advisories
- Establish leadership opportunities amongst students at various grade levels
- Be a voice for their community

Advisory Program (Montessori-based Pathways)

- Site-Based students meet every day between 30- 35 minutes (time varies on Thursdays when Advisory is 35 minutes)
- Each day is structured to have a different focus to achieve the goals of advisory; however, it is flexible to meet the needs of the students at that time.
- Routine is developed to ingrain expectations and achieve autonomy and independence amongst students at various levels
- Ensure student overall success through a mixture of academic and social emotional health and support
- Utilize Ojai Foundation's Council in Schools Program to support social emotional health
- Utilize *californiacolleges.edu* to support college and career options and planning

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Week-At-A-Glance

*Week --> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
TK-12	Activities will vary each week as decided upon by Homeschool Teacher and family.				
9	Monday Check-In; Short council; Progress Check; Announcements; Review Goals for the week; Tutorial Roll-out for Tuesday and Wednesday	californiacolleges.edu Graduation check Academic check Growth Mindset Restorative Practices/Activities	Skills building (Math, reading, writing, critical thinking, collaboration , CAASP, etc.)	Portfolio Service Learning/ Community-based Project Reassessments	Full Council Session
10	Monday Check-In; Short council; Progress Check; Announcements; Review Goals for the week; Tutorial Roll-out for Tuesday and Wednesday	californiacolleges.edu Graduation check Academic check Restorative Practices/Activities Growth Mindset activities	Skills building (Math, reading, writing, critical thinking, collaboration , CAASP, etc.)	Portfolio Service Learning/ Community-based Project Reassessments	Full Council Session
11	Monday Check-In; Short council; Progress Check; Announcements; Review Goals for the week; Tutorial Roll-out for Tuesday and Wednesday	College and Career Research/Activities (californiacolleges.edu) Restorative Practices/Activities Growth Mindset activities	Skills building (Math, reading, writing, critical thinking, collaboration , CAASP, etc.)	Portfolio Service Learning/ Community-based Project Reassessments	Full Council Session
12	Monday Check-In; Short council; Progress Check; Announcements; Review Goals for the week;	College/Career Goals/Planning (californiacolleges.edu) Restorative Practices/Activities Growth Mindset	College applications (Essays, FAFSA) Service Learning	Senior Portfolio Presentation prep Reassessments	Full Council Session

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	Tutorial Roll-out for Tuesday and Wednesday	activities	Project, etc)		
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*Activities are based on length of advisory and can vary

**Activities are similar in nature and lend themselves to the multi-grade level advisories if applicable

Month-At-A-Glance

Another purpose of advisory is to build leadership capacity and increase the community spirit amongst all stakeholders at the school in a safe, fun, and comfortable environment. The following groups and activities may be established to increase connections amongst the diverse advisories on campus.

- Student Council
 - Comprised of 1 or 2 representatives from each advisory
 - Participate in once a week meeting sponsored by a certificated staff
 - Coordinate and develop committees to carry out advisory activities to promote well-being, health, teamwork, camaraderie, collaboration, healthy competition, awareness, and much more
- Peer Mediation Program
 - Train students to provide healthy avenue for students to communicate conflicts and/or differences in a safe and nonjudgmental environment
 - Peer court to teach and promote fairness and social justice
- Advisory activities
 - Monthly themes can increase camaraderie and understanding amongst members within each advisory depending on the focus and need of the school at any given period of time. Different needs may call for particular events to occur.
 - Themes lead to weekly or monthly competitions
 - Major events in the month - Breast Cancer Awareness, Leukemia Awareness, Denim Day, Teen Dating Violence Awareness, National Physical Fitness and Sports Month, Cultural awareness, etc
 - Celebrated "holidays" - Thanksgiving, Halloween, Winter Holiday, Valentine/Friendship month, etc
 - Community Service - Food bank, Convalescent homes, Holiday caroling, Clean the Neighborhood, Reduce-Reuse-Recycle, etc
 - Game Day

Digital Portfolio

Digital portfolios are a compilation of a student's learning outcomes, reflections, and experiences over the course of their academic career and journey. As students travel through different stages of life and learning, it is important that they take the time to reflect upon their encounters and new information so they can make sense of their surroundings and their role within their environment and community. At the early stages of portfolio-building, students are encouraged to become active citizens and reflect upon their role in their community both outside and inside the school. As they progress, they include learning outcomes which are strongly connected to the local and global issues that matter to them as they become active members of society.

Grade Level	Digital Portfolio Outcomes (Montessori-based Pathways)
6 (optional)	Personal Statement (Biography) Goals for the year (short and long term goals - personal and/or academic) - review every quarter Basic Restorative Practices reflection - latitudes, boundaries, conflict resolution Academic Skills Growth - at least 1 piece of evidence per subject area Passion Project Learning Outcomes
7 (optional)	Updated Personal Statement -Goals for the year (short and long term goals - personal and/or academic) - review every quarter -Restorative practice reflection - conflict resolution, physical changes, Academic Skills Growth - at least 1 piece of evidence per subject area; compare/contrast to last year Passion Project
8 (optional)	Updated Personal Statement -Goals for the year (short and long term goals - personal and/or academic) - review every quarter -Restorative practice reflection- character building, citizenship Academic Skills Growth - at least 1 piece of evidence per subject area; compare/contrast to last year Passion project - presentation

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9	Personal Statement -Goals (personal, college/career, interests, etc) -Learning competencies and reflections - social awareness, self-awareness, self-management, responsible decision making, relationships Brag Sheet Learning Outcomes - at least 2 pieces of evidence per outcome
10	Updated Personal Statement -Goals (personal, college/career, interests, etc) -Learning competencies and reflections - social awareness, self-awareness, self-management, responsible decision making, relationships Brag Sheet Learning Outcomes - at least 2 pieces of evidence per outcome
11	Updated Personal Statement -Goals (personal, college/career, interests, etc) -Learning competencies and reflections - social awareness, self-awareness, self-management, responsible decision making, relationships Internship/Service Learning/Community Outreach or Service Resume Learning Outcomes - at least 2 pieces of evidence per outcome Letters of recommendation (three letters - at least 2 from community, non-family member)
12	Final Personal Statement Updated Resume Updated letters of recommendation Final Learning Outcomes reflections - A Journey Through Time Seniors take the Lead - Community Project or Passion Project Portfolio Presentation

Core Curriculum**Middle School****6th Grade Courses****6th Grade Language Arts/English**

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record
- Oceans and the atmosphere

- The solar system

Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

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This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

7th Grade Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

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- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments, this course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various

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genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

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Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

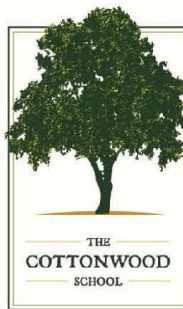
This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

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High School Curriculum

The Cottonwood High School



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Multi-Cultural Literature

Meets B-English Requirement (A-G pending)

10 Credits

Multi-Cultural Literature students will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

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Montessori Principles

The Cottonwood School course of study blends Common Core, project-based learning, and 21st Century Skills with the philosophy of Montessori. Incorporating TCS values with the spiraling curriculum deepens understanding leading to student agency—where a student has a growth mindset to take charge of their own learning.

Community Meetings

In a relaxed, open environment students are able to respectfully express themselves. Community meetings support student agency through mindful engagement as a participant and through leadership development as a facilitator.

Advisory

Advisory is all four years with the same group of students and same advisor. Advisors help students find educational resources, assist students to target key academic learning goals, work with mentors to ensure the rigor of internships, and actively involve parents in their student's education.

Collaboration/Garden/Personal-Reflection

Time built-in to the daily schedule allows for individual and/or small group tutorial time for students (with teacher guidance when needed).

Field Studies

To foster agency, students are encouraged to explore their own interests by participating in week-long field studies linked to various themes and academic work. These may include mini courses, local and international trips.

Service Learning

Service learning provides opportunities for students to become knowledgeable in specific areas of interest while serving local and global communities.

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The Cottonwood High School Graduation Requirements

TCS Graduation Requirements	
English	40 credits
History/Social Science	
World History	10 Credits
US History	10 Credits
US Government	5 Credits
Economics	5 Credits
Mathematics (must include Algebra 1)	30 Credits
Laboratory Science	
Biology	10 Credits
Chemistry	10 Credits
Physics	10 Credits
Visual and Performing Arts/Language Other Than English	10 Credits
Physical Education	20 Credits
College Preparatory Electives	70 Credits
Total Credits Required	230 Credits

By Graduation, All Students Will

- Plan and participate in one field study a year
- Attempt an independent Design Thinking venture
- Give multiple presentations including performances to the community
- Plan and participate in service learning each year

A-G College Entrance Requirements

Social Science "A" Requirement	2-years
English "B" Requirement	4 years college preparatory English
Mathematics "C" Requirement	3 years, two years of algebra and one year of geometry 4 years recommended
Science "D" Requirement	2 years with lab 3 recommended
Language Other Than English "E" Requirement	2 years of the same language 3 years recommended
Visual and Performing Arts "F" Requirement	1 year
Electives "G" Requirement	1 year

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English

Composition and Communication

Meets B-English Requirement (A-G pending)
10 Credits

Composition and Communication prepares students to master the Common Core State Standards. The course is a survey of historical and culturally significant works and informational pieces to understand how different structures are used to communicate meaning. Writing as a process of self-reflection, expression, and communication is a key component through argumentative, narrative, expository and literary analysis. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

World Literature

Meets B-English Requirement (A-G pending)
10 Credits

World Literature is a study of literature from ancient time through the present. With emphasis on major authors and literary trends, all forms of literature will be covered, including poetry, prose, and drama. Discussion and written assignments will stress insight into the works and the correlation of history, culture, literature, and other fine arts. Emphasis will be placed on critical, analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

American Literature

Meets B-English Requirement (A-G pending)
10 Credits

American Literature is a study of works from pre-colonial America to the present, examining important themes in American culture, including the American Dream, modernism, individuality, mobility, race, the Westward Expansion and the immigrant experience. Students will engage in critical analysis of literary and expository texts (e.g., novels, short stories, plays, works of nonfiction, poetry and digital media) while becoming more aware of cultural and ethnic diversity, values, customs and beliefs in America. Students develop as critical readers and skilled writers, honing their listening and speaking skills as they engage in formal academic discourse and examine different perspectives and experiences. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

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Multi-Cultural Literature

Meets B-English Requirement (A-G pending)

10 Credits

Multi-Cultural Literature students will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

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Mathematics**Pre-Algebra**

Pre-Algebra is designed to prepare students for Algebra 1 with emphasis on foundational skills, student discourse, visual representations, and relational understandings. Topics covered include integers, equations, fractions, the coordinate system, and linear equations. Upon completion of Pre-Algebra, students will be prepared to enroll in Algebra 1.

Algebra 1

Meets C-Mathematics Requirement (A-G pending)

10 Credits

Algebra 1 provides the foundation skills required for success in high school mathematics. The primary goal in Algebra 1 is to help students transfer their concrete mathematical knowledge to more abstract algebraic generalizations. Students explore the topics that include recognizing and developing patterns using tables, graphs and equations. Students will apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs and tables to investigate linear relationships. Throughout this course, students will develop learning strategies, critical thinking skills, and problem-solving techniques to prepare for subsequent math courses and college entrance exams. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

Geometry

Meets C-Mathematics Requirement (A-G pending)

10 Credits

Geometry presents the major skills and concepts necessary for a student to describe and measure their world. The course develops an understanding of the key concepts: constructions, transformations, parallel and perpendicular lines, right triangles, theorems involving proofs, trigonometry ratios, perimeter, area, volume, and circles. The students will use modeling to extend their understanding of the concepts through real world examples. Throughout this course, students will develop learning strategies, critical thinking skills, and problem-solving techniques to prepare for subsequent math courses and college entrance exams. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

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Algebra 2

Meets C-Mathematics Requirement (A-G pending)

10 Credits

Algebra 2 provides a review and extension of the concepts taught in Algebra 1. Topics covered will include equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic functions. Trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series. Throughout this course, students will develop learning strategies, critical thinking skills, and problem-solving techniques to prepare for subsequent math courses and college entrance exams. Student will be working in cooperation with other classes emphasizing cross-curricular units, activities, and projects with a shared theme.

Pre-Calculus

Meets C-Mathematics Requirement (A-G pending)

10 Credits

Pre-Calculus is an advanced level of mathematics that combines algebraic, geometric, and trigonometric techniques. Students will strengthen their conceptual understanding, mathematical reasoning, and problem-solving skills. By the end of the course, students will be prepared to study college-level calculus. Students will understand how mathematical concepts can be used to model real-world problems. The course is designed to develop a student's critical thinking in the analysis of functions and function modeling.

Statistics

Meets C-Mathematics Requirement (A-G pending)

10 Credits

Statistics is a step by step approach to the beginning statistics course to students whose mathematical background is limited to basic Algebra. This course follows non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. The application spans a broad range of topics certain to appeal to the interests of students of diverse background.

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Science

Biology

Meets D-Science Requirement (A-G pending)

10 Credits

The intent of Biology is to give students a greater appreciation of the implications of the power and limitations of science while meeting the Next Generation Science Standards. This class is lab-based in nature and topics covered will include: cell biology, genetics, ecology, evolution and human impacts on the natural world. In addition, students will be expected to work in cooperation with courses emphasizing cross-curricular units, activities and projects within a theme.

Chemistry

Meets D-Science Requirement (A-G pending)

10 Credits

The intent of the Chemistry is to give students a greater appreciation of the implications of the power and limitations of science while meeting the Next Generation Science Standards. This class is lab-based in nature and explores the following topics: matter and its classification, molarity, chemical calculations, the periodic table of elements, chemical bonding, atomic structure, chemical reactions, and acid/base relationships. In addition, students will be expected to work in cooperation with other courses emphasizing cross-curricular units, activities and projects within a theme.

Introduction to Physical Science

Meets D-Science Requirement (A-G pending)

10 Credits

Introduction to Physical Science is a college preparatory laboratory and math-based science class that prepares students to be successful in college level lab science courses. The course integrates chemistry, physics, Earth, space, and environmental science. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component that consists of both scientific investigations and designing practical applications to develop student's proficiency in the science practices. Student-centered labs will emphasize the process of inquiry and critical thinking.

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Environmental Science

Meets D-Science Requirement (A-G pending)
10 Credits

The intent of the Environmental Science course is to give students an empowering understanding of the rapidly changing world in which we live through a multidisciplinary approach to include earth science, biology, chemistry and physics. As the human population increases, our impact on the environment requires vigorous study in order to design solutions that will ensure the sustainability of the world's resources, including, but not limited to fossil fuels, alternative energy, agriculture, world's forestry, biodiversity, climate management and water. The course will also examine environmental economics and policy.

Physics

Meets D-Science Requirement (A-G pending)
10 Credits

Physics is a college preparatory laboratory science class that will give students a foundation in Physics with related Earth Science phenomena and Engineering applications. following topics will be covered: forces, laws of motion, structures, plate tectonics, momentum, collisions, universal gravity, Kepler's laws, planetary motion, waves, earthquakes, wave technology, the nature of light, optics and light spectra, the big bang theory, electrostatics, electricity and circuits, magnetism and electromagnetic induction, energy, power plants, renewable sources, nuclear radiation and processes, and history of the Earth, stars and the universe. This course meets all NGSS standards for Physics and for Engineering Design, and many NGSS standards for Earth and Space Sciences.

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Social Sciences

World History

Meets A-History/Social Science Requirement (A-G pending)
10 Credits

World History is a survey course covering the political and philosophical roots of western democracy, the growth of democracy and nationalism in the modern era, the industrial revolution, imperialism and colonization, the two world wars, the Cold War and globalization. In addition, students will be expected to work in cooperation with other courses emphasizing cross-curricular units, activities and projects within a theme.

United States History Model United Nations

Meets A-History/Social Science Requirement (A-G pending)
10 Credits

The United States History/Model United Nations course will combine United States History curriculum with preparation for and with a goal of participating in local Model United Nations conferences—preparing students to be informed, active, and responsible citizens. The curricular focus of this class will be the events of the twentieth century in the United States. Beginning with the dawn of the 1900s, students will examine the economic and political growth of the US and its emergence as a superpower after WWII.

Economics

Meets G-History/Social Science Requirement (A-G pending)
5 Credits

Economics, a one-semester course, provides a comprehensive study of the basic institutions, concepts, principles, and practices of economics. The course investigates the political and economic issues confronting national, state, and local governments. The course includes an analysis of the American free enterprise system through a study of comparative economics and instruction on the international dimensions of economics and the “global” economy. Measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are introduced to understand the relationship between economic variables.

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Government

Meets A-History/Social Science Requirement (A-G pending)

5 Credits

Government is a one-semester course that explores our representative democracy and how our leading voice for freedom in the world depends on our understanding and participation in government, encouraging students to be positive, interested, and to contribute to our diverse world. The development of the Constitution, Bill of Rights, and Federalism as well as a study of political parties, voting and voting behavior, and elections at the national, state, and local levels is studied. Students will analyze the influence of special interest groups and the role of the media in shaping public opinion. The role and the responsibilities of the three branches of government at the national, state, and local levels will be explored. Students will analyze landmark court decisions in terms of civil rights and civil liberties and will study complex contemporary issues that confront national, state, and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities.

Food and Justice

Meets G-College Prep-Elective Requirement (A-G pending)

10 Credits

In the course students engage in research on the roles and meaning of food in their lives, communities and cultures. Students explore the different approaches to our food system and provide a framework for defining and evaluating a "sustainable food system." They evaluate traits of a system that nourishes people, the environment, and the economy (a sustainable system). Students analyze the evolution and newer trends on food production, food science, marketing, consumption, food insecurity, food waste, health and the environment and assess the implications of these trends today. In addition, students will be expected to work in cooperation with other courses emphasizing cross-curricular units, activities and projects within a theme.

Geography

Meets G-College Prep-Elective Requirement (A-G pending)

10 Credits

In this course students study distinct places and cultures. Each unit of this course will include a study of the physical geography, human geography, and major issues affecting specific regions of the world. World Geography will also teach students critical social science skills including map reading, abstract reasoning, spatial organization, and critical thinking skills. Through a variety of methods, students will develop cultural literacy and basic geographical skills. Students explore how local developments can have global and long-term effects through the study of current issues. In addition, students will be expected to work in cooperation with other courses emphasizing cross-curricular units, activities and projects within a theme.

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Visual and Performing Arts

Theater 1

Meets F-Visual and Performing Arts Requirement (A-G pending)
10 Credits

Key objectives of the course are to provide students: an opportunity to develop artistic expression, an appreciation for the art and history of theatre, a sense of cultural involvement and discovery, and basic acting techniques. The course culminates in the actors producing their own theatrical experiences, informed by the activities and research undertaken throughout the course and their understanding of the nature of theatre.

Theater 2

Meets F-Visual and Performing Arts Requirement (A-G pending)
10 Credits

Theater 2 builds on knowledge and skills introduced in Theater 1. This course focuses on the performance aspect of drama such as improvisation, monologues, and ensemble acting. Emphasis is on all theater fundamentals, historical theater, and theater of different cultures. Students will learn in depth the fundamentals of theater including: theater terms, the development of theater over time, acting techniques, character analysis, stage movement, prop and costume usage.

Foreign Language

Online options available for Foreign Language courses to meet A-G requirements.

Physical Education

Physical Education

10 Credits

The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

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Montessori Electives

Field Study 2.5 Credits

Students follow their curiosity by participating in week-long field studies linked to various themes and academic work. Under the guidance of an advisor, students plan field studies such as mini courses, local and international trips.

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Language Arts/English

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English 9 Common Core

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English 1

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and

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strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 10 Common Core

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English II

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and

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engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III – American Literature

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

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Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English III

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research

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reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV- British and World Literature

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English IV

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-

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based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Electives

Reading Skills and Strategies

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

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Length: One Semester

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Creative Writing 11th and 12th grade

Length: One Semester

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe,

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learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

Media Literacy

Length: One Semester

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

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Math Courses**Algebra 1 Common Core**

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra 1

Length: Two Semesters

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Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Geometry Common Core

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

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This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics I Common Core

Length: Two Semesters

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their

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knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Geometry

Length: Two Semesters

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Mathematics II Common Core

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Length: Two Semesters

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics III Common Core

Length: Two Semesters

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students

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learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II Common Core

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions;

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trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra II

Length: Two Semesters

Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

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Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Honors Precalculus

Length: Two Semesters

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first

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semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Probability and Statistics

Length: One Semester

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the

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relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Math Electives

Math of Personal Finance

Length: Two Semesters

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts

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and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Liberal Arts Math

Length: Two Semesters

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

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Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

Science Courses

Earth Science

Length: Two Semesters

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Earth Science

Length: Two Semesters

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze

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the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Physical Science

Length: Two Semesters

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Physical Science

Length: Two Semesters

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular

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bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Honors Biology

Length: Two Semesters

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

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The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions

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about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

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Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Physics

Length: Two Semesters

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Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Science Electives

Psychology

Length One Semester

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

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By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

Social Studies Courses

Geography and World Cultures

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

Honors Geography and World Cultures

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology,

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and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

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Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather

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information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History Since the Civil War

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History Since the Civil War

Length: Two Semesters

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This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US and Global Economics

Length: One Semester

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity,

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wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US and Global Economics

Length: One Semester

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the

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National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US Government and Politics

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US Government and Politics

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the

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relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

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Multicultural Studies

Length: One Semester

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

World Languages

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in

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different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish 1

Length: Two Semesters

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of **20 10 30 The Cottonwood School Material Revision redline v7 (CG)20-10-05 The Cottonwood School Material Revision redline edited by Cindy20-06-24 The Cottonwood School Charter Material Revision (Final)**

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present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish II

Length: Two Semesters

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

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In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Electives

Life Skills

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

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In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

College and Career Prep II

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

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Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

Fine Arts

Art Appreciation

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Length: Two Semesters

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Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

PE/Health/Psychology

Physical Education

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Skills for Health

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Length: One Semester

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

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Appendix D: Teacher Signature Page

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WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated _____. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

Date of Signature	Teacher's Name (Please Print)	Teacher's Signature	Phone # (indicate area code)	Home Address	City, Zip Code	Type of Credentials Held	CA Credential Number(s)	Exponential Expiration Date(s)	College Degrees(s) Held
10-26-17	Sharon Williams	[Signature]	530-401-9106	26244 Green Ave Colton, CA 95713	City, Zip Code	multi single	173 1944 02	March 2018	BSBA
10/26/17	Ryan Mulloy	[Signature]	928-218-6338	1623 Hillview Ave Riverside, CA 92515	City, Zip Code	single sub special ed	140223 986	Dec 2021	MA Computer BA Social Science
10/26/17	Sharon Spalding	[Signature]	928-218-6338	203 Buena Vista Riverside, CA 92503	City, Zip Code	multi single special ed	140173 986	July 2019	BA Early Childhood BA Neuroscience
10-26-17	Sharon Spalding	[Signature]	928-218-6338	203 Buena Vista Riverside, CA 92503	City, Zip Code	single sub special ed	170140 986	July 2022	BA
10-27-17	Sharon Spalding	[Signature]	928-218-6338	203 Buena Vista Riverside, CA 92503	City, Zip Code	single sub special ed	140223 986	Dec 2021	MA Ed
10-27-17	Sharon Spalding	[Signature]	928-218-6338	203 Buena Vista Riverside, CA 92503	City, Zip Code	single sub special ed	170140 986	July 2020	BS
10-27-17	Sharon Spalding	[Signature]	928-218-6338	203 Buena Vista Riverside, CA 92503	City, Zip Code	single sub special ed	150018131	May 2020	MA Ed
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Appendix E: Five-Year Budget, Three-Year Cash Flow, and Assumptions

New budget FY 20-21

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Cottonwood Charter School. The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (fiscal year 2020-21 through 2024-25).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Cottonwood Charter School will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 99% attendance rate.

Cottonwood Charter School plans to increase its enrollment cap to 2050 for 2020-2021 and is projecting a 10% growth each subsequent year.

Table A: Enrollment & ADA

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
TK-K	342	328	320	320	320
1st Grade	186	179	174	174	174
2nd Grade	199	191	186	186	186
3rd Grade	170	164	160	160	160
4th Grade	178	171	167	167	167
5th Grade	172	165	161	161	161
6th Grade	187	180	175	175	175
7th Grade	179	172	168	168	168
8th Grade	135	130	126	126	126
9th Grade	122	117	114	114	114
10th Grade	88	84	82	82	82
11th Grade	91	87	85	85	85
12th Grade	1	1	1	1	1
Total Projected Enrollment	2,050	1,970	1,920	1,920	1,920
Average Daily Attendance (ADA)					
ADA %	99%	99%	99%	99%	99%
Total	2,029.50	1,950.30	1,900.80	1,900.80	1,900.80

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Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$10,000/ADA at Cottonwood Charter School. State revenue streams provide the largest source of funding making up about 99% of Cottonwood Charter School's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
State Aid - Revenue Limit	\$17,494,502	\$16,810,854	\$16,386,000	\$16,388,733	\$16,396,632
Federal Revenue	241,511	232,086	226,195	232,086	232,086
Other State Revenue	1,434,857	1,422,045	1,385,363	1,384,310	1,384,310
Other Local Revenue	-	-	-	-	-
Total Revenues	\$19,170,869	\$18,464,985	\$17,997,559	\$18,005,129	\$18,013,028
<i>State Revenues as % of Total</i>	91.3%	91.0%	91.0%	91.0%	91.0%
<i>Revenues per ADA</i>	9446.10448	\$9,468	\$9,468	\$9,472	\$9,477

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v20.2c released 01/14/20) with a 5% COVID-19 expected reduction was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Cottonwood Charter School of 39%.

The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in FY21, a total of \$405,000, \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. These projections also show that \$3,622,860, \$262 per ADA, of the principal apportionment will be disbursed via In-Lieu of property tax payments.

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Table C: Projected State Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$13,465,742	\$12,939,313	\$12,612,722	\$12,615,455	\$12,623,354
Education Protection Account	405,900	390,060	380,160	380,160	380,160
State Aid - Prior Year	-	-	-	-	-
In Lieu of Property Taxes	3,622,860	3,481,481	3,393,118	3,393,118	3,393,118
Total State Revenue	\$17,494,502	\$16,810,854	\$16,386,000	\$16,388,733	\$16,396,632

Federal Revenues*Special Education*

Cottonwood Charter School provides special education services and will work with the EDCOE Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Cottonwood Charter School's state special education funding includes general state aid of \$500ADA. In addition to state special education funding, the revenue projection for Cottonwood Charter School also assumes \$119/ADA of federal special education funding.

Table D: Projected Federal Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Revenue					
Special Education - Entitlement	\$241,511	\$232,086	\$226,195	\$232,086	\$232,086
Total Federal Revenue	\$241,511	\$232,086	\$226,195	\$232,086	\$232,086

Other State Revenues*Lottery & Mandated Block Grant*

Lottery funding is based upon a projection of \$204 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$17/ADA for grades K-8 and \$47/ADA for grades 9-12.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

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	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Other State Revenue					
State Special Education	\$1,014,750	\$975,150	\$950,400	\$950,400	\$950,400
Mandated Cost	-	43,183	41,498	40,445	40,445
State Lottery	\$420,107	\$403,712	\$393,466	\$393,466	\$393,466
Total Other State Revenue	\$1,434,857	\$1,422,045	\$1,385,363	\$1,384,310	\$1,384,310

Other Local Revenues

Cottonwood Charter School does intend to utilize fundraising and non-public revenue which have been included in the projections and are based on current year actuals.

Expenditures

The projected expenditures through 2024-25 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Projected Expenses					
Certificated Salaries	\$6,207,266	\$6,132,435	\$6,158,514	\$6,281,684	\$6,407,318
Classified Salaries	549,082	560,064	571,265	582,691	594,344
Employee Benefits	2,308,358	2,291,332	2,279,114	2,327,824	2,374,619
Total Compensation	\$9,064,707	\$8,983,831	\$9,008,893	\$9,192,199	\$9,376,281
Books and Supplies	2,651,426	2,598,915	2,583,612	2,635,284	2,687,990
Subagreement Services	4,690,192	4,761,717	4,842,748	4,939,603	5,038,395
Operations and Housekeeping	61,600	60,380	60,024	61,225	62,449
Facilities, Repairs and Other Leases	119,600	117,231	116,541	118,872	121,249
Professional/Consulting Services	701,405	684,850	678,029	688,340	698,908
Depreciation	11,600	11,832	12,069	12,310	12,556
Interest	-	-	-	-	-
Total Non-Comp	\$8,235,823	\$8,234,926	\$8,293,024	\$8,455,634	\$8,621,548
Total Expenses	\$17,300,530	\$17,218,757	\$17,301,916	\$17,647,833	\$17,997,829

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 46% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

Cottonwood Charter School's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students is expected to be at or below 25:1 over the course of

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the full 5 years of operations. However, that ratio is much improved at 20:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Staff Ratio					
School Attendance	2,050.0	1,970.0	1,920.0	1,920.0	1,920.0
Certificated Teacher	82.0	78.8	76.8	76.8	76.8
Certificated Pupil Support (including SPED)	4.0	4.0	4.0	4.0	4.0
Classified Instructional Aides	10.0	10.0	10.0	10.0	10.0
Total Instructional Staff	96.0	92.8	90.8	90.8	90.8
<i>Student : Instructional Staff Ratio</i>	<i>21.4</i>	<i>21.2</i>	<i>21.1</i>	<i>21.1</i>	<i>21.1</i>

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

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	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staffing					
Instructional Staff					
Teachers					
TK-K	14	13	13	13	13
1st Grade	7	7	7	7	7
2nd Grade	8	8	7	7	7
3rd Grade	7	7	6	6	6
4th Grade	7	7	7	7	7
5th Grade	7	7	6	6	6
6th Grade	7	7	7	7	7
7th Grade	7	7	7	7	7
8th Grade	5	5	5	5	5
9th Grade	5	5	5	5	5
10th Grade	4	3	3	3	3
11th Grade	4	3	3	3	3
12th Grade	0	0	0	0	0
Total Teacher	82.0	78.8	76.8	76.8	76.8
Other Instructional Staff					
Certificated Pupil Support (including SPED)	4.0	4.0	4.0	4.0	4.0
Classified Instructional Aides	10.0	10.0	10.0	10.0	10.0
Total Other Instructional Staff	14.0	14.0	14.0	14.0	14.0
Total Instructional Staff	96.0	92.8	90.8	90.8	90.8
Administrative Staff - Certified					
Director	6.0	6.0	6.0	6.0	6.0
Principal	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff - Certified	7.0	7.0	7.0	7.0	7.0
Support and Administrative Staff					
Clerical Staff - Classified (FTE)	2.0	2.0	2.0	2.0	2.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Total Classified Staff	3.0	3.0	3.0	3.0	3.0
Total Staffing	106.0	102.8	100.8	100.8	100.8

Budget assumes that the School and Site Directors and other 12-month employees will begin on July 1, 2020.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

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Table I: Average Budgeted Salary by Position

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Average Budgeted Salary by Position					
Teacher (including SPED)	58,866	59,957	61,491	62,721	63,976
Administrative Staff - Certified	62,577	63,829	65,105	66,407	67,735
Classified Staff (Support and Administrative)	42,237	43,082	43,943	44,822	45,719

Table J: Employee Benefits

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Benefits					
STRS	\$1,142,137	\$1,122,236	\$1,102,374	\$1,124,421	\$1,146,910
PERS	124,642	137,776	145,101	152,082	156,313
OASDI	34,043	34,724	35,418	36,127	36,849
Medicare	97,967	97,041	97,582	99,533	101,524
Health and Welfare	765,000	757,350	756,891	772,029	787,469
State Unemployment	49,980	48,510	47,530	47,530	47,530
Workers' Compensation	94,589	93,695	94,217	96,101	98,023
Other Benefits	-	-	-	-	-
Total Benefits	\$2,308,358	\$2,291,332	\$2,279,114	\$2,327,824	\$2,374,619

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution has a rate of 18.40% in 2020-21 and 2021-22. After that it should taper off back down to 17.90% as we have budgeted.

Books and Supplies

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

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Table K: Books & Supplies

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Books & Supplies					
Textbooks and Core Curricula	-	-	-	-	-
Books and Other Materials	-	-	-	-	-
School Supplies	1,694,649	1,661,086	1,651,305	1,684,331	1,718,018
Software	194,900	191,040	189,915	193,713	197,588
Office Expense	34,900	34,209	34,007	34,688	35,381
Business Meals	700	686	682	696	710
Noncapitalized Equipment	726,278	711,894	707,702	721,856	736,293
Food Services	-	-	-	-	-
Total Books & Supplies	\$2,651,426	\$2,598,915	\$2,583,612	\$2,635,284	\$2,687,990

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time.

Other Expenses

Many of the operating cost projections are based upon historical averages, such as communication costs, utilities, insurance, and copier lease costs.

Table L: Operations & Housekeeping

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
Auto and Travel	\$7,900	\$7,744	\$7,698	\$7,852	\$8,009
Dues & Memberships	\$600	\$588	\$585	\$596	\$608
Insurance	\$37,200	\$36,463	\$36,249	\$36,974	\$37,713
Janitorial Services	\$14,900	\$14,605	\$14,519	\$14,809	\$15,105
Postage and Shipping	\$1,000	\$980	\$974	\$994	\$1,014
Total Operations and Housekeeping	\$61,600	\$60,380	\$60,024	\$61,225	\$62,449

Projected Expenses shown in the table are based on FY20 actual spending patterns and aligns to industry averages. We make note of items below as needed to explain our budgeting assumptions.

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Table M: Professional Services

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Services					
IT	\$600	\$588	\$585	\$596	\$608
Audit & Taxes	-	-	-	-	-
Legal	\$16,600	\$16,932	\$17,271	\$17,616	\$17,968
Professional Development	\$2,500	\$2,450	\$2,436	\$2,485	\$2,534
General Consulting	\$55,730	\$54,626	\$54,305	\$55,391	\$56,499
Special Activities/Field Trips	\$96,837	\$94,919	\$94,360	\$96,248	\$98,172
Bank Charges	\$3,220	\$3,156	\$3,138	\$3,200	\$3,264
Printing	\$575	\$564	\$560	\$571	\$583
Other taxes and fees	\$575	\$564	\$560	\$571	\$583
Payroll Service Fee	\$13,133	\$12,872	\$12,797	\$13,053	\$13,314
Management Fee	\$335,490	\$328,846	\$326,910	\$333,448	\$340,117
District Oversight Fee	\$174,945	\$168,109	\$163,860	\$163,887	\$163,966
County Fees	-	-	-	-	-
SPED Encroachment	-	-	-	-	-
Public Relations/Recruitment	\$1,200	\$1,224	\$1,248	\$1,273	\$1,299
Total Professional Services	\$701,405	\$684,850	\$678,029	\$688,340	\$698,908

Management Fee

Cottonwood Charter School has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue.

Authorizer Oversight Fee

Cottonwood Charter School has projected that it will be required to pay a fee of 1% of general-purpose revenues.

Other Outgo and Transfers

Cottonwood Charter School has secured external financing to provide the cash necessary to sustain operations. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase. The need to factor is not expected to be necessary.

As such, the projections show 0 interest payments.

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Table N: Interest

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Depreciation & Interest</i>					
Depreciation	\$11,600	\$11,832	\$12,069	\$12,310	\$12,556
Total Depreciation & Interest	\$11,600	\$11,832	\$12,069	\$12,310	\$12,556

Cash Flow

As noted above, Cottonwood Charter School will continue factoring receivables to sustain positive cash flow. The year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

Cottonwood Charter School will be able to consistently grow its annual reserves and reach 7.2% in reserve by the end of FY22. At the end of Year 5, Cottonwood Charter School is projected to have a cash balance of \$7.2 million representing 40% of expenses.

Table O: Statement of Activities & Cash Balance

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	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$17,494,502	\$16,810,854	\$16,386,000	\$16,388,733	\$16,396,632
Federal Revenue	241,511	232,086	226,195	232,086	232,086
Other State Revenue	1,434,857	1,422,045	1,385,363	1,384,310	1,384,310
Other Local Revenue	-	-	-	-	-
Total Revenues	\$19,170,869	\$18,464,985	\$17,997,559	\$18,005,129	\$18,013,028
Expenses					
Certificated Salaries	\$6,207,266	\$6,132,435	\$6,158,514	\$6,281,684	\$6,407,318
Classified Salaries	549,082	560,064	571,265	582,691	594,344
Employee Benefits	2,308,358	2,291,332	2,279,114	2,327,824	2,374,619
Books & Supplies	2,651,426	2,598,915	2,583,612	2,635,284	2,687,990
Subagreement Services	4,690,192	4,761,717	4,842,748	4,939,603	5,038,395
Operations and Housekeeping	61,600	60,380	60,024	61,225	62,449
Facilities, Repairs and Other Leases	119,600	117,231	116,541	118,872	121,249
Professional Services	701,405	684,850	678,029	688,340	698,908
Depreciation and Interest	11,600	11,832	12,069	12,310	12,556
Total Expenses	\$17,300,530	\$17,218,757	\$17,301,916	\$17,647,833	\$17,997,829
Increase/(Decrease) of Net Assets	\$1,870,340	\$1,246,228	\$695,643	\$357,296	\$15,199
	10.8%	7.2%	4.0%	2.0%	0.1%
Beginning Cash Balance	924,593	3,848,958	6,203,768	6,885,213	7,208,630
Ending Cash Balance	\$3,848,958	\$6,203,768	\$6,885,213	\$7,208,630	\$7,235,681
Cash Balance (% of Expenditures)	22.2%	36.0%	39.8%	40.8%	40.2%

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the next five years Cottonwood Charter School is in operation except. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from State Aid and Education Protection Account. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through the County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

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California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly, except in year 1 of operations.

Expenditures

The most significant part of Cottonwood Charter School's cost structure is staff compensation which is generally paid evenly throughout the year. Most of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 31% by the end of year 5.

Table P: Statement of Fund Balance

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Fund Balance</i>					
Beginning Fund Balance	\$1,503,569	\$3,373,909	\$4,620,137	\$5,315,779	\$5,673,076
Increase/(Decrease) in Net Assets	1,870,340	1,246,228	695,643	357,296	15,199
Ending Fund Balance	\$3,373,909	\$4,620,137	\$5,315,779	\$5,673,076	\$5,688,274
Fund Balance (% of Expenditures)	19.5%	26.8%	30.7%	32.1%	31.6%

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The Cottonwood School Monthly Cash Flow/Budget FY20-21 Revised 4/30/20 ADA = 2029.50



LCFF State Aid
New School/New Grade Apportionment
In Lieu of Property Taxes
New School In Lieu of Property Taxes
Special Education

Revenues

State Aid - Revenue Limit
8011 LCFF State Aid
8012 Education Protection Account
8019 State Aid - Prior Year
8096 In Lieu of Property Taxes
Federal Revenue
8181 Special Education - Entitlement
Other State Revenue
8311 State Special Education
8520 Child Nutrition
8545 School Facilities (58740)
8550 Mandated Cost
8560 State Lottery
8598 Prior Year Revenue
8599 Other State Revenue

Total Revenue

Expenses

Certificated Salaries
1100 Teachers' Salaries
1170 Teachers' Substitute Hours
1175 Teachers' Extra Duty/Stipends
1200 Pupil Support Salaries
1300 Administrators' Salaries
1900 Other Certificated Salaries
Classified Salaries
2100 Instructional Salaries
2200 Support Salaries
2300 Classified Administrators
2400 Clerical and Office Staff Salaries
2900 Other Classified Salaries
Benefits
3101 STRS
3102 PERS
3103 OASDI
3111 Medicare
3401 Health and Welfare
3501 State Unemployment
3601 Workers' Compensation
3901 Other Benefits

Books and Supplies
4100 Textbooks and Core Materials
4200 Books and Reference Materials
4302 School Supplies
4305 Software
4310 Office Expense
4311 Business Meals
4312 School Fundraising Expense
4400 Noncapitalized Equipment
4700 Food Services

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Actuals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
ADA = 2029.50																
State Aid - Revenue Limit	-	747,157	747,157	1,344,883	1,344,883	1,344,883	1,344,883	1,344,883	865,209	865,209	865,209	865,209	1,786,176	13,465,742	13,465,742	-
8011 LCFF State Aid	-	-	-	101,475	-	-	101,475	-	-	101,475	-	-	101,475	405,900	405,900	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	258,930	517,860	345,240	345,240	345,240	345,240	345,240	373,291	186,645	186,645	186,645	186,645	3,622,860	3,622,860	-
	-	1,006,087	1,265,017	1,791,598	1,690,123	1,690,123	1,791,598	1,690,123	1,238,499	1,153,329	1,051,854	1,051,854	2,074,296	17,494,502	17,494,502	-
Federal Revenue	-	14,384	14,384	25,892	25,892	25,892	25,892	25,892	16,657	16,657	16,657	16,657	16,657	241,511	241,511	-
8181 Special Education - Entitlement	-	14,384	14,384	25,892	25,892	25,892	25,892	25,892	16,657	16,657	16,657	16,657	16,657	241,511	241,511	-
Other State Revenue	-	60,438	60,438	108,788	108,788	108,788	108,788	108,788	69,987	69,987	69,987	69,987	69,987	1,014,750	1,014,750	-
8311 State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (58740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	125,106	-	-	125,106	-	-	-	420,107	420,107	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	60,438	60,438	108,788	108,788	108,788	233,894	108,788	69,987	195,093	69,987	69,987	239,881	1,434,857	1,434,857	-
Total Revenue	-	1,080,609	1,339,639	1,926,278	1,824,803	1,824,803	2,051,384	1,824,803	1,325,143	1,345,079	1,138,498	1,138,498	2,130,834	19,175,869	19,175,869	-
Expenses																
Certificated Salaries	402,254	402,254	402,254	402,254	402,254	402,254	402,254	402,254	402,254	402,254	402,254	402,254	-	4,827,047	4,827,047	-
1100 Teachers' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	60,338	60,338	60,338	60,338	60,338	60,338	60,338	60,338	60,338	60,338	60,338	60,338	-	724,057	724,057	-
1200 Pupil Support Salaries	18,177	18,177	18,177	18,177	18,177	18,177	18,177	18,177	18,177	18,177	18,177	18,177	-	218,123	218,123	-
1300 Administrators' Salaries	36,503	36,503	36,503	36,503	36,503	36,503	36,503	36,503	36,503	36,503	36,503	36,503	-	438,039	438,039	-
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	517,272	517,272	517,272	517,272	517,272	517,272	517,272	517,272	517,272	517,272	517,272	517,272	-	6,207,266	6,207,266	-
Classified Salaries	34,131	34,131	34,131	34,131	34,131	34,131	34,131	34,131	34,131	34,131	34,131	34,131	-	409,573	409,573	-
2100 Instructional Salaries	3,452	3,452	3,452	3,452	3,452	3,452	3,452	3,452	3,452	3,452	3,452	3,452	-	41,426	41,426	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators	4,315	4,315	4,315	4,315	4,315	4,315	4,315	4,315	4,315	4,315	4,315	4,315	-	51,784	51,784	-
2400 Clerical and Office Staff Salaries	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	-	46,300	46,300	-
2900 Other Classified Salaries	45,757	45,757	45,757	45,757	45,757	45,757	45,757	45,757	45,757	45,757	45,757	45,757	-	549,082	549,082	-
Benefits	95,178	95,178	95,178	95,178	95,178	95,178	95,178	95,178	95,178	95,178	95,178	95,178	-	1,142,137	1,142,137	-
3101 STRS	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	-	124,642	124,642	-
3102 PERS	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	-	34,043	34,043	-
3103 OASDI	8,164	8,164	8,164	8,164	8,164	8,164	8,164	8,164	8,164	8,164	8,164	8,164	-	97,967	97,967	-
3111 Medicare	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	-	765,000	765,000	-
3401 Health and Welfare	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	-	40,980	40,980	-
3501 State Unemployment	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	-	94,589	94,589	-
3601 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Benefits	190,697	190,697	190,697	190,697	190,697	190,697	200,693	198,194	193,196	190,697	190,697	190,697	-	2,308,938	2,308,938	-
Books and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	54,684	107,624	144,824	165,940	134,847	122,275	105,247	92,047	101,363	125,338	270,230	270,230	-	1,694,649	1,694,649	-
4305 Software	16,242	16,242	16,242	16,242	16,242	16,242	16,242	16,242	16,242	16,242	16,242	16,242	-	194,900	194,900	-
4310 Office Expense	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	-	34,900	34,900	-
4311 Business Meals	58	58	58	58	58	58	58	58	58	58	58	58	-	700	700	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	23,436	46,125	62,068	71,117	57,792	52,404	45,106	39,449	43,441	53,716	115,813	115,813	-	726,278	726,278	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	97,828	172,957	226,100	256,265	211,847	193,887	169,561	150,704	164,012	198,262	405,251	405,251	-	2,651,426	2,651,426	-

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The Cottonwood School
Charter Material Revision ~~June~~ November 2020

The Cottonwood School
Monthly Cash Flow/Budget FY20-21
Revised 4/30/20
ADA = 2025.50



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Actuals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subsegment Services																
5102 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	46,625	46,625	46,625	46,625	46,625	46,625	46,625	46,625	46,625	46,625	46,625	46,625	-	559,500	559,500	-
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
5106 Other Educational Consultants	82,478	162,216	218,434	250,282	203,386	184,434	158,741	138,831	152,882	189,043	407,579	407,579	-	2,555,586	2,555,586	-
5107 Instructional Services	131,209	131,209	131,209	131,209	131,209	131,209	131,209	131,209	131,209	131,209	131,209	131,209	-	1,574,505	1,574,505	-
	260,329	340,176	396,285	428,133	381,236	362,275	336,191	316,682	330,733	366,894	585,430	585,430	-	4,690,192	4,690,192	-
Operations and Housekeeping																
5201 Auto and Travel	658	658	658	658	658	658	658	658	658	658	658	658	-	7,900	7,900	-
5300 Dues & Memberships	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5400 Insurance	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	-	37,200	37,200	-
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	-	14,900	14,900	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5511 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5901 Postage and Shipping	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000	1,000	-
	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	-	61,600	61,600	-
Facilities, Repairs and Other Leases																
5601 Rent	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	-	96,000	96,000	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5604 Other Leases	692	692	692	692	692	692	692	692	692	692	692	692	-	8,300	8,300	-
5605 Rent/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	-	14,700	14,700	-
	9,967	9,967	9,967	9,967	9,967	9,967	9,967	9,967	9,967	9,967	9,967	9,967	-	119,600	119,600	-
Professional/Consulting Services																
5802 IT	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803 Legal	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	-	16,600	16,600	-
5804 Professional Development	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	-
5805 General Consulting	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	-	55,730	55,730	-
5806 Special Activities/Field Trips	1,125	6,150	8,276	9,482	7,706	6,987	8,014	5,260	5,792	7,162	15,442	15,442	-	96,837	96,837	-
5807 Bank Charges	233	233	233	233	233	233	233	233	233	233	233	233	-	2,800	2,800	-
5808 Printing	42	42	42	42	42	42	42	42	42	42	42	42	-	575	575	-
5809 Other taxes and fees	42	42	42	42	42	42	42	42	42	42	42	42	-	575	575	-
5810 Payroll Service Fee	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	-	13,133	13,133	-
5811 Management Fee	27,958	27,958	27,958	27,958	27,958	27,958	27,958	27,958	27,958	27,958	27,958	27,958	-	333,490	333,490	-
5812 District Overnight Fee	-	10,061	12,650	17,916	16,901	16,901	17,916	16,901	12,385	11,533	10,519	10,519	-	174,945	174,945	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SFED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200	1,200	-
	38,879	51,965	56,680	63,216	60,425	58,706	59,748	57,879	53,995	54,513	61,778	61,778	-	791,405	791,405	-
Depreciation																
6900 Depreciation Expense	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600	11,600	-
	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600	11,600	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,166,329	1,334,891	1,448,858	1,517,407	1,423,361	1,385,661	1,345,689	1,302,654	1,321,832	1,389,462	1,822,251	1,822,251	20,743	17,300,530	17,300,530	-
Monthly Surplus (Deficit)	(1,166,329)	(253,982)	(109,019)	408,871	401,502	439,141	705,695	522,148	4,111	(24,383)	(683,753)	(683,753)	2,310,091	1,870,340	1,870,340	-
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,166,329)	(253,982)	(109,019)	408,871	401,502	439,141	705,695	522,148	4,111	(24,383)	(683,753)	(683,753)	2,310,091	1,870,340	1,870,340	-
Cash flows from operating activities																
Depreciation/Amortization	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600	11,600	-
Public Funding Receivables	2,920,963	-	-	-	-	502,099	501,193	-	-	-	-	-	(2,330,834)	1,593,421	1,593,421	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(571,738)	-	-	-	-	-	-	-	-	-	-	-	20,743	(550,995)	(550,995)	-
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	1,183,863	(253,015)	(108,053)	409,837	402,469	942,207	1,207,854	523,115	5,078	(23,417)	(682,787)	(682,787)				
Cash, Beginning of Month	924,593	2,108,456	1,855,440	1,747,388	2,157,225	2,559,693	3,501,901	4,709,755	5,232,870	5,237,948	5,214,531	4,531,745				
Cash, End of Month	2,108,456	1,855,440	1,747,388	2,157,225	2,559,693	3,501,901	4,709,755	5,232,870	5,237,948	5,214,531	4,531,745	3,848,958				

Cash	43.3%
Inst.	82.1%
Total	631,480
Total	393,980

Pupil/Teacher Ratio	24.75
Ratio	15

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The Cottonwood School
Charter Material Revision ~~June-November~~ 2020

The Cottonwood School
Monthly Cash Flow/Forecast FY21-22
Revised 4/30/20
ADA = 1950.30



ADA = 1950.30	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Actuals	Annual Forecast	Prior Year Forecast	Favorable / (Unfavorable)	
ADA = 2029.30																	
Revenues																	
State Aid - Revenue Limit																	
8011 LGV State Aid	-	874,676	874,676	1,574,418	1,574,418	1,574,418	1,574,418	1,574,418	663,575	663,575	663,575	663,575	663,575	12,939,313	13,465,742	(526,428)	
8012 Education Protection Account	-	-	-	101,475	-	-	101,475	-	-	89,595	-	-	97,515	390,060	405,900	(15,840)	
8019 State Aid - Prior Years	-	208,889	417,778	278,518	278,518	278,518	278,518	139,259	580,247	290,123	290,123	290,123	290,864	3,481,481	3,622,860	(141,380)	
8096 In Lieu of Property Taxes	-	1,083,565	1,292,454	1,954,411	1,852,936	1,852,936	1,954,411	1,713,677	1,243,821	1,043,793	953,698	953,698	911,954	16,813,814	17,494,502	(680,688)	
Federal Revenue																	
8181 Special Education - Entitlement	-	11,604	11,604	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	232,088	243,511	(11,423)	
	-	11,604	11,604	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	20,888	232,088	243,511	(11,423)	
Other State Revenue																	
8311 State Special Education	-	48,758	48,758	87,764	87,764	87,764	87,764	87,764	87,764	87,764	87,764	87,764	87,764	975,130	1,014,750	(39,620)	
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8545 School Facilities (S&T)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 Mandated Cost	-	-	-	-	-	-	43,183	-	-	-	-	-	-	-	43,183	43,183	
8560 State Lottery	-	-	-	-	-	-	-	-	-	100,928	-	-	-	201,956	403,712	430,107	
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(16,334)	
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	48,758	48,758	87,764	87,764	87,764	130,947	188,032	87,764	87,764	138,032	87,764	87,764	389,620	1,434,857	(1,045,237)	
Total Revenue	-	1,143,927	1,352,816	2,063,662	1,961,587	2,004,770	2,163,990	1,822,328	1,352,473	1,252,872	1,062,349	1,062,349	1,222,463	18,464,985	19,170,869	(705,884)	
Expenses																	
Certificated Salaries																	
1100 Teachers' Salaries	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	393,718	-	6,724,612	4,827,047	1,897,565
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1175 Teachers' Extra Duty/Stipends	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	61,545	-	738,138	724,057	(14,081)
1200 Pupil Support Salaries	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	18,540	-	222,480	218,123	(4,357)
1300 Administrators' Salaries	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	37,233	-	446,800	438,039	(8,761)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	511,036	-	6,133,430	6,207,266	(74,836)
Classified Salaries																	
2100 Instructional Salaries	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	34,814	-	417,764	408,573	(9,191)
2200 Support Salaries	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	-	42,255	41,426	(829)
2300 Classified Administrators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2400 Clerical and Office Staff Salaries	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	4,402	-	52,819	51,734	(1,085)
2900 Other Classified Salaries	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	3,935	-	47,226	46,300	(926)
	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	46,672	-	560,064	549,082	(10,982)
Benefits																	
3101 STRS	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	93,520	-	1,122,239	1,142,137	(19,901)
3202 PERS	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	-	137,776	124,642	(13,134)
3301 GASDI	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	-	34,728	34,043	(685)
3311 Medicare	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	8,087	-	97,041	97,967	(926)
3401 Health and Welfare	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	63,113	-	752,359	765,000	(12,641)
3501 State Unemployment	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	-	29,159	28,589	(570)
3601 Workers' Compensation	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	7,808	-	93,695	94,589	(894)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	189,327	-	2,291,332	2,308,358	(17,026)
Books and Supplies																	
4100 Textbooks and Core Curricula Mat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4200 Books and Other Reference Mat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4302 School Supplies	53,001	105,492	141,956	162,604	132,176	118,894	103,163	90,234	99,305	122,856	264,878	264,878	264,878	-	1,061,086	1,034,649	(26,437)
4305 Software	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	-	191,040	194,900	(3,860)
4310 Office Expense	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	2,851	-	34,309	34,900	(591)
4311 Business Meals	57	57	57	57	57	57	57	57	57	57	57	57	57	-	686	700	(14)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4400 Noncapitalized Equipment	22,972	45,211	60,838	69,709	56,647	51,366	44,213	38,687	42,581	52,652	113,519	113,519	113,519	-	713,894	726,278	(12,384)
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	95,401	189,531	221,623	251,190	207,651	190,049	166,203	147,719	160,764	194,136	397,225	397,225	397,225	-	2,056,511	2,051,426	(5,085)

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The Cottonwood School
Charter Material Revision ~~June~~ November 2020

The Cottonwood School
Monthly Cash Flow/Forecast FY22-23
Revised 4/30/20
ADA = 1900.80



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 1900.80	
8011 LCF State Aid	-	840,636	840,636	1,513,145	1,513,145	1,513,145	1,513,145	1,513,145	673,145	673,145	673,145	673,145	673,145	12,612,722	12,939,313	(326,591)
8012 Education Protection Account	-	-	-	101,475	-	-	101,475	-	89,595	-	-	-	87,615	380,160	390,060	(9,900)
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	203,587	407,174	271,449	271,449	271,449	271,449	132,190	550,793	275,396	275,396	275,396	187,387	3,393,118	3,481,481	(88,362)
	-	1,044,223	1,247,810	1,886,069	1,784,594	1,784,594	1,886,069	1,645,335	1,223,938	1,038,137	948,542	948,542	948,148	15,386,000	16,810,854	(624,854)
Federal Revenue																
8181 Special Education - Enrollment	-	11,310	11,310	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	226,195	232,086	(5,891)
	-	11,310	11,310	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	226,195	232,086	(5,891)
Other State Revenue																
8311 State Special Education	-	47,520	47,520	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	950,400	975,150	(24,750)
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (58740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	43,183	-	-	-	-	-	-	-	41,498	43,183	(1,685)
8560 State Lottery	-	-	-	-	-	-	98,366	-	-	98,366	-	-	196,733	393,466	403,712	(10,247)
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	47,520	47,520	85,536	85,536	128,719	183,902	85,536	85,536	183,902	85,536	85,536	280,584	1,385,363	1,422,045	(36,682)
Total Revenue	-	1,103,053	1,306,640	1,991,963	1,899,088	1,933,671	2,090,329	1,751,229	1,329,832	1,242,397	1,054,435	1,054,435	1,249,089	17,997,559	18,664,985	(667,426)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	-	4,722,534	4,724,612	2,078
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1178 Teachers' Extra Duty/Stipends	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	-	753,309	738,538	(14,771)
1200 Pupil Support Salaries	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	-	226,893	222,485	(4,408)
1300 Administrators' Salaries	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	-	455,736	446,800	(8,936)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	-	6,158,314	6,132,435	(26,079)
Classified Salaries																
2100 Instructional Salaries	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	-	426,120	417,764	(8,356)
2200 Support Salaries	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	-	43,100	42,255	(845)
2300 Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	-	53,876	52,819	(1,056)
2900 Other Classified Salaries	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	-	48,170	47,238	(932)
	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	-	571,266	560,066	(11,201)
Benefits																
3101 STRS	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	-	1,102,374	1,122,236	19,862
3202 PERS	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	-	145,101	137,776	(7,326)
3301 OASDI	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	-	35,418	34,724	(694)
3311 Medicare	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	-	97,582	97,041	(541)
3401 Health and Welfare	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	-	756,891	757,350	459
3501 State Unemployment	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	-	47,530	48,510	980
3601 Workers' Compensation	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	-	94,217	93,695	(522)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	-	2,279,514	2,291,832	12,318
Books and Supplies																
4100 Textbooks and Core Curricula Ma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Other Reference Mate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	53,285	104,871	141,120	161,696	131,398	119,148	102,555	89,693	98,770	122,132	263,318	263,318	-	1,651,305	1,661,086	9,781
4308 Software	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	-	189,915	191,040	1,125
4310 Office Expense	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	-	34,067	34,209	142
4311 Business Meals	57	57	57	57	57	57	57	57	57	57	57	57	-	682	686	4
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	22,837	44,945	60,480	69,298	56,313	51,063	43,952	38,440	42,330	52,342	112,851	112,851	-	707,702	711,894	4,192
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	94,839	168,533	220,318	249,711	206,429	188,928	165,224	146,949	159,817	193,192	394,886	394,886	-	2,583,812	2,598,915	15,093

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The Cottonwood School
Charter Material Revision ~~June-November~~ 2020

The Cottonwood School
Monthly Cash Flow/Forecast FY22-23
Revised 4/30/20
ADA = 1900.80



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Actuals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1900.80																
Revenues																
State Aid - Revenue Limit	-	-	-	-	-	-	-	-	-	-	-	-	-	12,612,722	12,939,313	(326,591)
8011 LCFF State Aid	-	840,636	840,636	1,513,145	1,513,145	1,513,145	1,513,145	1,513,145	673,145	673,145	673,145	673,145	673,145	380,166	390,060	(9,900)
8012 Education Protection Account	-	-	-	101,475	-	-	101,475	-	-	89,595	-	-	-	-	-	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	203,587	407,174	271,449	271,449	271,449	271,449	132,190	550,793	275,396	275,396	275,396	187,387	3,393,118	3,481,481	(88,363)
	-	1,044,223	1,247,810	1,886,069	1,784,594	1,784,594	1,886,069	1,645,335	1,223,938	1,038,137	948,542	948,542	948,148	16,386,000	16,810,854	(424,854)
Federal Revenue																
8181 Special Education - Entitlement	-	11,310	11,310	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	226,195	232,086	(5,891)
	-	11,310	11,310	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	226,195	232,086	(5,891)
Other State Revenue																
8311 State Special Education	-	47,520	47,520	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	85,536	950,400	975,150	(24,750)
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (58740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	43,183	-	-	-	-	-	-	-	41,498	43,183	(1,685)
8560 State Lottery	-	-	-	-	-	-	98,366	-	-	98,366	-	-	196,733	393,466	403,712	(10,247)
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	47,520	47,520	85,536	85,536	128,719	183,902	85,536	85,536	183,902	85,536	85,536	280,584	1,385,267	1,422,045	(36,778)
Total Revenue	-	1,103,053	1,306,640	1,991,363	1,890,488	1,933,671	2,090,329	1,751,229	1,329,832	1,242,397	1,054,435	1,054,435	1,249,089	17,997,559	18,454,985	(457,426)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	393,544	-	4,722,534	4,724,812	2,078
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	62,776	-	733,309	738,538	(5,230)
1200 Pupil Support Salaries	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	-	226,935	222,485	(4,450)
1300 Administrators' Salaries	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	37,978	-	455,738	466,800	(11,062)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	513,209	-	6,138,516	6,132,435	(6,081)
Classified Salaries																
2100 Instructional Salaries	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	35,510	-	426,120	417,764	(8,356)
2200 Support Salaries	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	-	43,100	42,255	(845)
2300 Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	-	53,876	52,819	(1,056)
2900 Other Classified Salaries	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	-	48,170	47,226	(944)
	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	47,606	-	571,262	560,064	(11,198)
Benefits																
3101 STRS	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	91,865	-	1,102,374	1,122,236	(19,862)
3202 PERS	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	12,092	-	145,101	137,776	(7,326)
3301 GASDI	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	-	35,418	34,724	(694)
3311 Medicare	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	8,132	-	97,041	97,041	-
3401 Health and Welfare	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	-	756,891	757,550	(659)
3501 State Unemployment	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	2,377	-	27,530	26,510	(1,020)
3601 Workers' Compensation	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	7,851	-	94,217	93,695	(522)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	188,342	-	2,279,114	2,291,332	(12,218)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Other Reference Mate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	53,285	104,871	141,120	161,696	131,398	119,148	102,555	89,693	98,770	122,132	263,318	263,318	-	1,651,305	1,661,086	(9,781)
4305 Software	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	15,826	-	189,915	191,040	(1,125)
4310 Office Expense	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	-	34,007	34,209	(202)
4311 Business Meals	57	57	57	57	57	57	57	57	57	57	57	57	-	662	666	(4)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	22,837	44,945	60,480	69,298	56,313	51,063	43,952	38,440	42,330	52,342	112,851	112,851	-	707,702	711,894	(4,192)
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	94,839	168,533	220,318	249,711	206,429	188,828	165,224	146,949	159,817	193,192	394,806	394,806	-	2,583,617	2,598,915	(15,298)

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The Cottonwood School Monthly Cash Flow/Forecast FY22-23 Revised 4/30/20 ADA = 1900.80



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Actuals	Annual Forecast	Prior Year Forecast	Favorable / (Unfavorable)
Subsegment Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	45,432	45,432	45,432	45,432	45,432	45,432	45,432	45,432	45,432	45,432	45,432	45,432	-	545,190	548,419	3,229
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	16	16	16	16	16	16	16	16	16	16	16	16	-	195	196	1
5106 Other Educational Consultants	85,810	168,894	227,259	260,394	211,603	191,875	165,154	144,440	159,059	196,681	424,045	424,045	-	2,659,248	2,607,106	(52,142)
5107 Instructional Services	136,510	136,510	136,510	136,510	136,510	136,510	136,510	136,510	136,510	136,510	136,510	136,510	-	1,838,211	1,829,995	(8,216)
	267,760	350,842	409,217	442,352	393,561	373,833	347,112	326,398	341,017	378,639	606,004	606,004	-	4,845,746	4,781,717	(64,029)
Operations and Housekeeping																
5201 Auto and Travel	641	641	641	641	641	641	641	641	641	641	641	641	-	7,698	7,744	46
5300 Dues & Memberships	49	49	49	49	49	49	49	49	49	49	49	49	-	585	588	3
5400 Insurance	3,021	3,021	3,021	3,021	3,021	3,021	3,021	3,021	3,021	3,021	3,021	3,021	-	36,249	36,463	215
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	1,210	-	14,519	14,605	86
5514 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5901 Postage and Shipping	81	81	81	81	81	81	81	81	81	81	81	81	-	974	980	6
	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	-	60,624	60,580	554
Facilities, Repairs and Other Leases																
5601 Rent	7,795	7,795	7,795	7,795	7,795	7,795	7,795	7,795	7,795	7,795	7,795	7,795	-	93,545	94,099	554
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	49	49	49	49	49	49	49	49	49	49	49	49	-	585	588	3
5604 Other Leases	674	674	674	674	674	674	674	674	674	674	674	674	-	8,088	8,136	48
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	-	14,524	14,609	85
	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	116,541	117,331	690
Professional/Consulting Services																
5801 IT	49	49	49	49	49	49	49	49	49	49	49	49	-	585	588	3
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803 Legal	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	-	17,271	16,912	(359)
5804 Professional Development	203	203	203	203	203	203	203	203	203	203	203	203	-	2,436	2,450	14
5805 General Consulting	4,525	4,525	4,525	4,525	4,525	4,525	4,525	4,525	4,525	4,525	4,525	4,525	-	54,305	54,626	322
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807 Bank Charges	227	227	227	227	227	227	227	227	227	227	227	227	-	94,360	94,919	559
5808 Printing	41	41	41	41	41	41	41	41	41	41	41	41	-	560	564	3
5809 Other Taxes and Fees	41	41	41	41	41	41	41	41	41	41	41	41	-	560	564	3
5810 Payroll Service Fee	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	-	12,797	12,872	76
5811 Management Fee	27,242	27,242	27,242	27,242	27,242	27,242	27,242	27,242	27,242	27,242	27,242	27,242	-	326,910	328,846	1,936
5812 District Overnight Fee	-	10,442	12,478	18,861	17,846	17,846	18,861	16,453	12,239	10,381	9,485	9,485	9,485	163,860	168,109	4,249
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	104	104	104	104	104	104	104	104	104	104	104	104	-	1,248	1,274	26
	34,938	45,380	47,416	53,860	52,845	52,845	53,860	48,902	38,692	28,834	24,485	24,485	9,481	678,029	684,850	6,821
Depreciation																
6900 Depreciation Expense	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	-	12,069	11,812	(257)
	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	-	12,069	11,812	(257)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,162,422	1,329,631	1,441,827	1,510,799	1,417,711	1,380,483	1,340,579	1,328,160	1,346,780	1,413,541	1,810,251	1,810,251	9,481	17,301,916	17,218,757	(83,160)
Monthly Surplus (Deficit)	(1,162,422)	(226,579)	(135,187)	481,163	472,777	553,187	749,750	423,069	(16,948)	(171,144)	(755,815)	(755,815)	1,239,607	895,641	1,246,228	(150,586)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,162,422)	(226,579)	(135,187)	481,163	472,777	553,187	749,750	423,069	(16,948)	(171,144)	(755,815)	(755,815)	1,239,607	895,641	1,246,228	(150,586)
Cash flows from operating activities	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	-	12,069	11,812	(257)
Depreciation/Amortization	911,954	-	201,856	-	-	-	108,651	-	-	-	-	-	-	(26,628)	980,253	1,311,951
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(9,120)	-	-	-	-	-	-	-	-	-	-	-	9,481	362	-	-
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(258,562)	(225,573)	67,675	482,169	473,782	554,193	859,407	424,074	(15,942)	(170,139)	(754,810)	(754,810)				
Cash, Beginning of Month	6,203,768	5,945,186	5,719,613	5,787,288	6,269,457	6,743,239	7,297,432	8,156,839	8,580,914	8,564,971	8,394,833	7,640,023				
Cash, End of Month	5,945,186	5,719,613	5,787,288	6,269,457	6,743,239	7,297,432	8,156,839	8,580,914	8,564,971	8,394,833	7,640,023	6,885,213				

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The Cottonwood School

Multi-Year Forecast

Revised 4/30/20



	2020-21	2021-22	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast	Forecast	Forecast
Assumptions					
LCFF COLA	-5.00%	0.00%	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	2,050.00	1,970.00	1,920.00	1,920.00	1,920.00
Average Daily Attendance	2,029.50	1,950.30	1,900.80	1,900.80	1,900.80
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 13,465,742	\$ 12,939,313	\$ 12,612,722	\$ 12,615,455	\$ 12,623,354
8012 Education Protection Account	405,900	390,060	380,160	380,160	380,160
8019 State Aid - Prior Year	-	-	-	-	-
8096 In Lieu of Property Taxes	3,622,860	3,481,481	3,393,118	3,393,118	3,393,118
	17,494,502	16,810,854	16,386,000	16,388,733	16,396,632
Federal Revenue					
8181 Special Education - Entitlement	241,511	232,086	226,195	232,086	232,086
	241,511	232,086	226,195	232,086	232,086
Other State Revenue					
8311 State Special Education	1,014,750	975,150	950,400	950,400	950,400
8550 Mandated Cost	-	43,183	41,498	40,445	40,445
8560 State Lottery	420,107	403,712	393,466	393,466	393,466
	1,434,857	1,422,045	1,385,363	1,384,310	1,384,310
Total Revenue	\$ 19,170,869	\$ 18,464,985	\$ 17,997,559	\$ 18,005,129	\$ 18,013,028
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	4,827,047	4,724,612	4,722,534	4,816,984	4,913,324
1170 Teachers' Substitute Hours	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	724,057	738,538	753,309	768,375	783,743
1200 Pupil Support Salaries	218,123	222,485	226,935	231,474	236,103
1300 Administrators' Salaries	438,039	446,800	455,736	464,851	474,148
1900 Other Certificated Salaries	-	-	-	-	-
	6,207,266	6,132,435	6,158,514	6,281,684	6,407,318
Classified Salaries					
2100 Instructional Salaries	409,573	417,764	426,120	434,642	443,335
2200 Support Salaries	41,426	42,255	43,100	43,962	44,841
2300 Classified Administrators' Salaries	-	-	-	-	-
2400 Clerical and Office Staff Salaries	51,784	52,819	53,876	54,953	56,052
2900 Other Classified Salaries	46,300	47,226	48,170	49,134	50,116
	549,082	560,064	571,265	582,691	594,344
Benefits					
3101 STRS	1,142,137	1,122,236	1,102,374	1,124,421	1,146,910
3202 PERS	124,642	137,776	145,101	152,082	156,313
3301 OASDI	34,043	34,724	35,418	36,127	36,849
3311 Medicare	97,967	97,041	97,582	99,533	101,524
3401 Health and Welfare	765,000	757,350	756,891	772,029	787,469
3501 State Unemployment	49,980	48,510	47,530	47,530	47,530
3601 Workers' Compensation	94,589	93,695	94,217	96,101	98,023
3901 Other Benefits	-	-	-	-	-
	2,308,358	2,291,332	2,279,114	2,327,824	2,374,619
Books and Supplies					
4100 Textbooks and Core Curricula	-	-	-	-	-
4200 Books and Other Materials	-	-	-	-	-
4302 School Supplies	1,694,649	1,661,086	1,651,305	1,684,331	1,718,018
4305 Software	194,900	191,040	189,915	193,713	197,588
4310 Office Expense	34,900	34,209	34,007	34,688	35,381
4311 Business Meals	700	686	682	696	710
4312 School Fundraising	-	-	-	-	-
4400 Noncapitalized Equipment	726,278	711,894	707,702	721,856	736,293
4700 Food Services	-	-	-	-	-
	2,651,426	2,598,915	2,583,612	2,635,284	2,687,990

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Multi-Year Forecast

Revised 4/30/20



	2020-21	2021-22	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast	Forecast	Forecast
Subagreement Services					
5101 Nursing	-	-	-	-	-
5102 Special Education	559,500	548,419	545,190	556,094	567,216
5103 Substitute Teacher	-	-	-	-	-
5104 Transportation	-	-	-	-	-
5105 Security	200	196	195	199	203
5106 Other Educational Consultants	2,555,986	2,607,106	2,659,248	2,712,433	2,766,682
5107 Instructional Services	1,574,505	1,605,995	1,638,115	1,670,877	1,704,295
	4,690,192	4,761,717	4,842,748	4,939,603	5,038,395
Operations and Housekeeping					
5201 Auto and Travel	7,900	7,744	7,698	7,852	8,009
5300 Dues & Memberships	600	588	585	596	608
5400 Insurance	37,200	36,463	36,249	36,974	37,713
5501 Utilities	-	-	-	-	-
5502 Janitorial Services	14,900	14,605	14,519	14,809	15,105
5901 Postage and Shipping	1,000	980	974	994	1,014
	61,600	60,380	60,024	61,225	62,449
Facilities, Repairs and Other Leases					
5601 Rent	96,000	94,099	93,545	95,416	97,324
5602 Additional Rent	-	-	-	-	-
5603 Equipment Leases	600	588	585	596	608
5604 Other Leases	8,300	8,136	8,088	8,249	8,414
5605 Real/Personal Property Taxes	-	-	-	-	-
5610 Repairs and Maintenance	14,700	14,409	14,324	14,611	14,903
	119,600	117,231	116,541	118,872	121,249
Professional/Consulting Services					
5801 IT	600	588	585	596	608
5802 Audit & Taxes	-	-	-	-	-
5803 Legal	16,600	16,932	17,271	17,616	17,968
5804 Professional Development	2,500	2,450	2,436	2,485	2,534
5805 General Consulting	55,730	54,626	54,305	55,391	56,499
5806 Special Activities/Field Trips	96,837	94,919	94,360	96,248	98,172
5807 Bank Charges	3,220	3,156	3,138	3,200	3,264
5808 Printing	575	564	560	571	583
5809 Other taxes and fees	575	564	560	571	583
5810 Payroll Service Fee	13,133	12,872	12,797	13,053	13,314
5811 Management Fee	335,490	328,846	326,910	333,448	340,117
5812 District Oversight Fee	174,945	168,109	163,860	163,887	163,966
5813 County Fees	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-
5815 Public Relations/Recruitment	1,200	1,224	1,248	1,273	1,299
	701,405	684,850	678,029	688,340	698,908
Depreciation					
6900 Depreciation Expense	11,600	11,832	12,069	12,310	12,556
	11,600	11,832	12,069	12,310	12,556
Total Expenses	\$ 17,300,530	\$ 17,218,757	\$ 17,301,916	\$ 17,647,833	\$ 17,997,829
Surplus (Deficit)	\$ 1,870,340	\$ 1,246,228	\$ 695,643	\$ 357,296	\$ 15,199
Fund Balance, Beginning of Year	\$ 1,503,569	\$ 3,373,909	\$ 4,620,137	\$ 5,315,779	\$ 5,673,076
Fund Balance, End of Year	\$ 3,373,909	\$ 4,620,137	\$ 5,315,779	\$ 5,673,076	\$ 5,688,274
	19.5%	26.6%	30.7%	32.1%	31.6%
Cash Flow Adjustments					
Surplus (Deficit)	1,870,340	1,246,228	695,643	357,296	15,199
Cash Flows From Operating Activities					
Depreciation/Amortization	11,600	11,832	12,069	12,310	12,556
Public Funding Receivables	1,593,421	1,108,373	(26,628)	(46,662)	(711)
Accounts Payable	(550,995)	(11,623)	362	472	7
Total Change in Cash	2,924,366	2,354,810	681,445	323,416	27,051
Cash, Beginning of Year	924,593	3,848,958	6,203,768	6,885,213	7,208,630
Cash, End of Year	\$ 3,848,958	\$ 6,203,768	\$ 6,885,213	\$ 7,208,630	\$ 7,235,681

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The Cottonwood School
Multi-Year Forecast
Revised 6/3/19



	2019-20	2020-21	2021-22	2022-23	2023-24
	Forecast	Forecast	Forecast	Forecast	Forecast
Subagreement Services					
5102 Special Education	342,000	418,608	512,673	613,055	625,316
5106 Other Educational Consultants	719,360	880,497	1,078,352	1,289,494	1,315,284
	<u>1,061,360</u>	<u>1,299,105</u>	<u>1,591,024</u>	<u>1,902,548</u>	<u>1,940,599</u>
Operations and Housekeeping					
5201 Auto and Travel	28,500	34,884	42,723	51,088	52,110
5300 Dues & Memberships	5,700	6,977	8,545	10,218	10,422
5400 Insurance	58,140	71,163	87,154	104,219	106,304
5501 Utilities	5,700	6,977	8,545	10,218	10,422
5502 Janitorial Services	2,280	2,791	3,418	4,087	4,169
5900 Communications	22,800	27,907	34,178	40,870	41,688
5901 Postage and Shipping	18,240	22,326	27,343	32,696	33,350
	<u>141,360</u>	<u>173,025</u>	<u>211,905</u>	<u>253,396</u>	<u>258,464</u>
Facilities, Repairs and Other Leases					
5601 Rent	660,000	673,200	686,664	700,397	714,405
5610 Repairs and Maintenance	22,800	27,907	34,178	40,870	41,688
	<u>682,800</u>	<u>701,107</u>	<u>720,842</u>	<u>741,268</u>	<u>756,093</u>
Professional/Consulting Services					
5801 IT	22,800	27,907	34,178	40,870	41,688
5802 Audit & Taxes	15,000	15,300	15,606	15,918	16,236
5803 Legal	35,000	35,700	36,414	37,142	37,885
5804 Professional Development	29,000	35,496	43,472	51,984	53,024
5805 General Consulting	11,400	13,954	17,089	20,435	20,844
5806 Special Activities/Field Trips	179,840	220,124	269,588	322,373	328,821
5807 Bank Charges	3,420	4,186	5,127	6,131	6,253
5808 Printing	4,560	5,581	6,836	8,174	8,338
5809 Other taxes and fees	3,420	4,186	5,127	6,131	6,253
5811 Management Fee	210,680	262,987	323,855	378,515	380,294
5812 District Oversight Fee	333,680	412,394	509,029	596,304	596,304
	<u>848,800</u>	<u>1,037,816</u>	<u>1,266,321</u>	<u>1,484,977</u>	<u>1,495,940</u>
Interest					
7438 Interest Expense	93,697	136,124	22,829	-	-
	<u>93,697</u>	<u>136,124</u>	<u>22,829</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>\$ 11,610,140</u>	<u>\$ 14,022,363</u>	<u>\$ 16,635,416</u>	<u>\$ 19,521,809</u>	<u>\$ 19,892,235</u>
Surplus (Deficit)	<u>\$ 428,692</u>	<u>\$ 1,005,469</u>	<u>\$ 1,870,610</u>	<u>\$ 2,164,738</u>	<u>\$ 1,838,862</u>
Fund Balance, Beginning of Year	\$ -	\$ 428,692	\$ 1,434,161	\$ 3,304,771	\$ 5,469,509
Fund Balance, End of Year	<u>\$ 428,692</u>	<u>\$ 1,434,161</u>	<u>\$ 3,304,771</u>	<u>\$ 5,469,509</u>	<u>\$ 7,308,370</u>
	3.7%	10.2%	19.9%	28.0%	36.7%
Cash Flow Adjustments					
Surplus (Deficit)	428,692	1,005,469	1,870,610	2,164,738	1,838,862
Cash Flows From Operating Activities					
Public Funding Receivables	(1,043,959)	(389,007)	(338,367)	(280,912)	237,130
Accounts Payable	284,834	7,097	47,509	47,559	(467)
Cash Flows From Financing Activities					
Proceeds from Factoring	3,346,337	3,403,109	570,721	-	-
Payments on Factoring	(2,978,006)	(3,771,440)	(570,721)	-	-
	<u>37,898</u>	<u>255,129</u>	<u>1,579,751</u>	<u>1,931,785</u>	<u>2,075,525</u>
Total Change in Cash	<u>37,898</u>	<u>255,129</u>	<u>1,579,751</u>	<u>1,931,785</u>	<u>2,075,525</u>
Cash, Beginning of Year	-	37,898	293,127	1,872,878	3,804,663
Cash, End of Year	<u>\$ 37,898</u>	<u>\$ 293,127</u>	<u>\$ 1,872,878</u>	<u>\$ 3,804,663</u>	<u>\$ 5,880,188</u>

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The Cottonwood School
Monthly Cash Flow/Budget FY19-20
Revised 6/2/19
ADA = 1140.00



	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 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	-	-	3,007,448	-	-	1,463,083	-	736,661	736,661	736,661	736,661	736,661	8,153,834
8012 Education Protection Account	-	-	57,000	-	-	57,000	-	-	57,000	-	-	-	57,000	226,000
8096 In Lieu of Property Taxes	-	-	712,620	219,268	219,268	219,268	219,268	383,718	191,859	191,859	191,859	191,859	-	2,740,845
	-	-	769,620	3,226,715	219,268	276,268	3,682,350	383,718	985,520	928,520	928,520	928,520	793,661	11,122,579
Federal Revenue														
8220 Federal Child Nutrition	-	-	-	4,264	8,102	8,102	8,102	8,102	8,102	8,102	8,102	8,102	16,204	85,286
	-	-	-	4,264	8,102	8,102	8,102	8,102	8,102	8,102	8,102	8,102	16,204	85,286
Other State Revenue														
8311 State Special Education	-	-	153,461	47,219	47,219	47,219	47,219	49,580	49,580	49,580	49,580	49,580	-	590,135
8520 Child Nutrition	-	-	-	404	767	767	767	767	767	767	767	767	1,534	6,073
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	232,560	232,560
	-	-	153,461	47,222	47,986	47,986	47,986	50,347	50,347	50,347	50,347	50,347	234,094	830,668
Total Revenue	-	-	923,081	3,276,602	275,355	332,355	1,736,438	442,167	1,043,969	986,969	986,969	986,969	1,043,959	12,036,832
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	270,000	270,000	270,000	270,000	270,000	270,000	270,000	270,000	270,000	270,000	270,000	270,000	-	3,240,000
1175 Teachers' Extra Duty/Stipends	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	-	486,000
1300 Administrators' Salaries	43,750	43,750	43,750	43,750	43,750	43,750	43,750	43,750	43,750	43,750	43,750	43,750	-	525,000
	354,250	354,250	354,250	354,250	354,250	354,250	354,250	354,250	354,250	354,250	354,250	354,250	-	4,251,000
Benefits														
3101 STRS	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	-	709,917
3111 Medicare	5,493	5,968	5,968	5,968	5,968	5,968	5,968	5,968	5,968	5,968	5,968	5,968	-	71,137
3401 Health and Welfare	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	48,125	-	577,500
3501 State Unemployment	1,887	1,887	1,887	1,887	1,887	1,887	9,433	7,546	3,773	1,887	1,887	1,887	-	37,730
3601 Workers' Compensation	5,304	5,762	5,762	5,762	5,762	5,762	5,762	5,762	5,762	5,762	5,762	5,762	-	66,684
	121,492	126,454	126,454	126,454	126,454	126,454	132,000	130,113	126,340	126,454	126,454	126,454	-	1,505,578
Books and Supplies														
4100 Textbooks and Core Materials	-	28,500	28,500	28,500	28,500	-	-	-	-	-	-	-	-	114,000
4200 Books and Reference Materials	45,600	45,600	45,600	45,600	45,600	-	-	-	-	-	-	-	-	228,000
4302 School Supplies	31,472	31,472	31,472	31,472	31,472	31,472	62,944	62,944	62,944	62,944	62,944	62,944	62,944	629,440
4305 Software	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	30,875	-	370,500
4310 Office Expense	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	25,000
4311 Business Meals	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
4400 Noncapitalized Equipment	44,946	44,946	44,946	44,946	44,946	44,946	89,891	89,891	89,891	89,891	89,891	89,891	89,891	698,510
4700 Food Services	-	9,336	9,336	9,336	9,336	9,336	9,336	9,336	9,336	9,336	9,336	9,336	-	102,605
	155,143	192,978	192,978	192,978	192,978	118,878	195,296	195,296	195,296	195,296	195,296	195,296	152,835	2,370,545

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The Cottonwood School
Monthly Cash Flow/Budget FY19-20
Revised 6/3/19
ADA = 1140.00



	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 Budget
Subagreement Services														
5102 Special Education	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	-	342,000
5106 Other Educational Consultants	35,968	35,968	35,968	35,968	35,968	35,968	71,936	71,936	71,936	71,936	71,936	71,936	71,936	719,968
	64,468	64,468	64,468	64,468	64,468	64,468	100,436	100,436	100,436	100,436	100,436	100,436	71,936	1,061,968
Operations and Housekeeping														
5201 Auto and Travel	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	-	28,500
5300 Dues & Memberships	475	475	475	475	475	475	475	475	475	475	475	475	-	5,700
5400 Insurance	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	4,845	-	58,140
5501 Utilities	475	475	475	475	475	475	475	475	475	475	475	475	-	5,700
5502 Janitorial Services	190	190	190	190	190	190	190	190	190	190	190	190	-	2,280
5900 Communications	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	-	22,800
5901 Postage and Shipping	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	-	18,240
	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	-	141,360
Facilities, Repairs and Other Leases														
5601 Rent	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	-	660,000
5610 Repairs and Maintenance	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	-	22,800
	56,900	56,900	56,900	56,900	56,900	56,900	56,900	56,900	56,900	56,900	56,900	56,900	-	682,800
Professional/Consulting Services														
5801 IT	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	-	22,800
5802 Audit & Taxes	-	-	-	5,000	5,000	5,000	-	-	-	-	-	-	-	15,000
5803 Legal	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	35,000
5804 Professional Development	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	29,000
5805 General Consulting	950	950	950	950	950	950	950	950	950	950	950	950	-	11,400
5806 Special Activities/Field Trips	8,992	8,992	8,992	8,992	8,992	8,992	17,984	17,984	17,984	17,984	17,984	17,984	17,984	179,840
5807 Bank Charges	285	285	285	285	285	285	285	285	285	285	285	285	-	3,420
5808 Printing	380	380	380	380	380	380	380	380	380	380	380	380	-	4,560
5809 Other Taxes and Fees	285	285	285	285	285	285	285	285	285	285	285	285	-	3,420
5811 Management Fee	-	-	16,154	57,376	4,819	5,816	30,423	7,738	18,269	17,272	17,272	17,272	18,269	210,680
5812 District Oversight Fee	-	-	23,089	96,801	6,578	8,288	50,471	11,512	29,566	27,856	27,856	27,856	28,810	333,680
	18,125	18,125	57,368	177,302	34,522	37,230	108,011	46,367	74,952	72,245	72,245	72,245	60,063	848,600
Interest														
7438 Interest Expense	50,525	-	-	-	20,483	-	-	12,376	-	-	10,313	-	-	93,697
	50,525	-	-	-	20,483	-	-	12,376	-	-	10,313	-	-	93,697
Total Expenses	857,266	880,266	919,509	1,039,443	917,146	825,271	1,015,983	964,829	977,265	972,671	982,985	972,671	284,834	11,610,140
Monthly Surplus (Deficit)	(857,266)	(880,266)	3,572	2,239,159	(641,791)	(492,915)	722,455	(522,662)	66,703	14,297	3,984	14,297	759,125	428,692

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The Cottonwood School
Monthly Cash Flow/Budget FY19-20
Revised 6/3/19

ADA = 1140.00



	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 Budget
Cash Flow Adjustments														4%
Monthly Surplus (Deficit)	(857,266)	(880,266)	3,572	2,239,159	(641,791)	(492,915)	722,455	(522,662)	66,703	14,297	3,984	14,297	759,125	428,692
Cash flows from operating activities														
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,043,959)	(1,043,959)
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	284,834	284,834
Cash flows from financing activities														
Proceeds from Factoring	1,804,469	-	-	-	731,541	-	-	441,996	-	-	-	368,330	-	3,346,337
Payments on Factoring	-	-	-	(1,804,469)	-	-	(731,541)	-	-	-	-	(441,996)	-	(2,978,006)
Total Change in Cash	947,202	(880,266)	3,572	434,690	89,751	(492,915)	(9,086)	(80,665)	66,703	14,297	(69,682)	14,297		
Cash, Beginning of Month	-	947,202	66,936	70,508	505,198	594,948	102,033	92,947	12,282	78,985	93,283	23,601		
Cash, End of Month	947,202	66,936	70,508	505,198	594,948	102,033	92,947	12,282	78,985	93,283	23,601	37,898		

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The Cottonwood School Monthly Cash Flow/Forecast FY20-21 Revised 6/3/19

ADA = 1368.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1140.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	424,328	424,328	763,790	763,790	763,790	763,790	763,790	1,103,252	1,103,252	1,103,252	1,103,252	1,103,252	10,183,969	8,153,834	2,030,035
8012 Education Protection Account	-	-	-	57,000	-	-	57,000	-	-	91,200	-	-	68,400	273,600	228,000	45,600
8096 In Lieu of Property Taxes	197,341	394,682	263,121	263,121	263,121	263,121	263,121	460,462	230,231	230,231	230,231	230,231	-	3,289,014	2,740,845	548,169
	197,341	819,010	687,440	1,083,911	1,026,911	1,026,911	1,083,911	1,234,252	1,333,483	1,424,683	1,333,483	1,333,483	1,171,652	13,746,483	11,122,679	2,623,804
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	67,688	-	-	33,844	33,844	135,375	-	135,375
8220 Federal Child Nutrition	-	-	5,117	5,117	10,234	10,234	10,234	10,234	10,234	10,234	10,234	10,234	10,234	102,344	85,286	17,057
	-	-	5,117	5,117	10,234	10,234	10,234	10,234	77,922	10,234	10,234	44,078	44,078	237,719	85,286	152,432
Other State Revenue																
8311 State Special Education	-	29,512	29,512	53,121	53,121	53,121	53,121	53,121	76,731	76,731	76,731	76,731	76,731	708,282	590,235	118,047
8520 Child Nutrition	-	-	484	484	969	969	969	969	969	969	969	969	969	9,687	8,073	1,615
8550 Mandated Cost	-	-	-	-	-	46,590	-	-	-	-	-	-	-	46,590	-	46,590
8560 State Lottery	-	-	-	-	-	-	69,768	-	-	69,768	-	-	-	279,072	232,560	46,512
	-	29,512	29,996	53,606	54,090	100,679	123,858	54,090	77,699	147,467	77,699	77,699	217,235	1,043,631	830,868	212,763
Total Revenue	197,341	848,521	722,562	1,142,634	1,091,235	1,137,825	1,218,003	1,288,576	1,489,105	1,582,385	1,421,417	1,455,261	1,432,966	15,027,832	12,038,832	2,988,999
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	332,520	332,520	332,520	332,520	332,520	332,520	332,520	332,520	332,520	332,520	332,520	332,520	-	3,990,240	3,240,000	(750,240)
1175 Teachers' Extra Duty/Stipends	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	-	598,536	486,000	(112,536)
1300 Administrators' Salaries	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	-	642,600	525,000	(117,600)
	435,948	435,948	435,948	435,948	435,948	435,948	435,948	435,948	435,948	435,948	435,948	435,948	-	5,231,376	4,251,000	(980,376)
Classified Salaries																
2100 Instructional Salaries	-	40,058	40,058	40,058	40,058	40,058	40,058	40,058	40,058	40,058	40,058	40,058	-	440,640	360,000	(80,640)
2200 Support Salaries	7,140	7,140	7,140	7,140	7,140	7,140	7,140	7,140	7,140	7,140	7,140	7,140	-	85,680	70,000	(15,680)
2300 Classified Administrators' Salaries	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	-	91,800	75,000	(16,800)
2400 Clerical and Office Staff Salaries	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	-	183,600	150,000	(33,600)
	30,090	70,148	70,148	70,148	70,148	70,148	70,148	70,148	70,148	70,148	70,148	70,148	-	801,720	655,000	(146,720)
Benefits																
3101 STRS	78,907	78,907	78,907	78,907	78,907	78,907	78,907	78,907	78,907	78,907	78,907	78,907	-	946,879	709,917	(236,962)
3301 OASDI	1,866	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	-	49,707	40,610	(9,097)
3311 Medicare	6,755	7,339	7,339	7,339	7,339	7,339	7,339	7,339	7,339	7,339	7,339	7,339	-	87,480	71,137	(16,343)
3401 Health and Welfare	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	-	709,920	577,500	(132,420)
3501 State Unemployment	2,274	2,274	2,274	2,274	2,274	2,274	11,368	9,094	4,547	2,274	2,274	2,274	-	45,472	37,730	(7,742)
3601 Workers' Compensation	6,522	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	-	84,463	68,684	(15,779)
	155,483	159,114	159,114	159,114	159,114	159,114	168,208	165,934	161,387	159,114	159,114	159,114	-	1,923,921	1,505,578	(418,343)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	34,884	34,884	34,884	34,884	-	-	-	-	-	-	-	-	139,536	114,000	(25,536)
4200 Books and Other Reference Materi	55,814	55,814	55,814	55,814	55,814	-	-	-	-	-	-	-	-	279,072	228,000	(51,072)
4302 School Supplies	38,522	38,522	38,522	38,522	38,522	38,522	77,043	77,043	77,043	77,043	77,043	77,043	77,043	770,435	629,440	(140,995)
4305 Software	37,791	37,791	37,791	37,791	37,791	37,791	37,791	37,791	37,791	37,791	37,791	37,791	-	453,492	370,500	(82,992)
4310 Office Expense	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	30,400	25,000	(5,400)
4311 Business Meals	204	204	204	204	204	204	204	204	204	204	204	204	-	2,448	2,000	(448)
4400 Noncapitalized Equipment	45,844	45,844	45,844	45,844	45,844	45,844	91,689	91,689	91,689	91,689	91,689	91,689	91,689	916,888	898,910	(17,978)
4700 Food Services	-	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	-	125,698	102,695	(23,004)
	180,726	227,037	227,037	227,037	227,037	136,338	220,704	220,704	220,704	220,704	220,704	220,704	168,732	2,718,169	2,370,545	(347,624)

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The Cottonwood School
Charter Material Revision ~~June-November~~ 2020

The Cottonwood School
Monthly Cash Flow/Forecast FY20-21

Revised 6/3/19

ADA = 1368.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	34,884	34,884	34,884	34,884	34,884	34,884	34,884	34,884	34,884	34,884	34,884	34,884	-	418,608	342,000	(76,608)
5106 Other Educational Consultants	44,025	44,025	44,025	44,025	44,025	44,025	88,050	88,050	88,050	88,050	88,050	88,050	88,050	880,407	719,360	(161,137)
	78,909	78,909	78,909	78,909	78,909	78,909	122,934	122,934	122,934	122,934	122,934	122,934	88,050	1,299,105	1,061,360	(237,745)
Operations and Housekeeping																
5201 Auto and Travel	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	-	34,884	28,500	(6,384)
5300 Dues & Memberships	581	581	581	581	581	581	581	581	581	581	581	581	-	6,977	5,700	(1,277)
5400 Insurance	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	-	71,163	58,140	(13,023)
5501 Utilities	581	581	581	581	581	581	581	581	581	581	581	581	-	6,977	5,700	(1,277)
5502 Janitorial Services	233	233	233	233	233	233	233	233	233	233	233	233	-	2,791	2,280	(511)
5900 Communications	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-	27,907	22,800	(5,107)
5901 Postage and Shipping	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	-	22,326	18,240	(4,086)
	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	-	173,025	141,360	(31,665)
Facilities, Repairs and Other Leases																
5601 Rent	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	-	673,200	660,000	(13,200)
5610 Repairs and Maintenance	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-	27,907	22,800	(5,107)
	58,426	58,426	58,426	58,426	58,426	58,426	58,426	58,426	58,426	58,426	58,426	58,426	-	701,107	682,800	(18,307)
Professional/Consulting Services																
5801 IT	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-	27,907	22,800	(5,107)
5802 Audit & Taxes	-	-	-	5,100	5,100	5,100	-	-	-	-	-	-	-	15,300	15,000	(300)
5803 Legal	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	-	35,700	35,000	(700)
5804 Professional Development	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	-	35,406	29,000	(6,406)
5805 General Consulting	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	-	13,954	11,400	(2,554)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	73,375	73,375	73,375	-	-	-	220,124	179,840	(40,284)
5807 Bank Charges	349	349	349	349	349	349	349	349	349	349	349	349	-	4,186	3,420	(766)
5808 Printing	465	465	465	465	465	465	465	465	465	465	465	465	-	5,581	4,560	(1,021)
5809 Other taxes and fees	349	349	349	349	349	349	349	349	349	349	349	349	-	4,186	3,420	(766)
5811 Management Fee	21,916	21,916	21,916	21,916	21,916	21,916	21,916	21,916	21,916	21,916	21,916	21,916	-	262,987	210,680	(52,307)
5812 District Oversight Fee	5,920	24,570	20,623	32,517	30,807	30,807	32,517	36,728	40,005	42,741	40,005	40,005	35,150	412,394	333,680	(78,714)
	38,420	57,070	58,123	70,117	68,407	68,407	65,017	142,602	145,879	148,615	72,504	72,504	35,150	1,037,816	848,800	(189,016)
Interest																
7488 Interest Expense	27,496	15,276	12,221	24,441	21,386	-	17,652	17,652	-	-	-	-	-	136,124	93,697	(42,427)
	27,496	15,276	12,221	24,441	21,386	-	17,652	17,652	-	-	-	-	-	136,124	93,697	(42,427)
Total Expenses	1,019,916	1,116,345	1,109,343	1,138,558	1,133,793	1,021,708	1,173,456	1,248,767	1,229,845	1,230,307	1,154,196	1,154,196	291,932	14,022,363	11,610,140	(2,412,223)
Monthly Surplus (Deficit)	(822,575)	(267,824)	(386,781)	4,076	(42,557)	116,117	44,548	39,809	259,260	352,078	267,221	301,064	1,141,034	1,005,469	428,692	576,776

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The Cottonwood School
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The Cottonwood School
Monthly Cash Flow/Forecast FY20-21
Revised 6/3/19

ADA = 1368.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(822,575)	(267,824)	(386,781)	4,076	(42,557)	116,117	44,548	39,809	259,260	352,078	267,221	301,064	1,141,034	1,005,469		
Cash flows from operating activities	811,399	-	-	-	-	232,560	-	-	-	-	-	-	(1,432,966)	(389,007)		
Public Funding Receivables	(284,834)	-	-	-	-	-	-	-	-	-	-	-	291,932	7,097		
Accounts Payable																
Cash flows from financing activities	687,411	381,895	305,516	611,032	534,653	-	441,301	441,301	-	-	-	-	-	3,403,109		
Proceeds from Factoring	(368,330)	-	-	(687,411)	(381,895)	(305,516)	(611,032)	(534,653)	-	(441,301)	(441,301)	-	-	(3,771,440)		
Payments on Factoring																
Total Change in Cash	23,070	114,071	(81,265)	(72,303)	110,201	43,161	(125,183)	(53,543)	259,260	(80,223)	(174,080)	301,064				
Cash, Beginning of Month	37,898	60,968	175,039	93,774	21,471	131,672	174,832	40,649	(3,894)	255,366	166,143	(7,937)				
Cash, End of Month	60,968	175,039	93,774	21,471	131,672	174,832	40,649	(3,894)	255,366	166,143	(7,937)	293,127				

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The Cottonwood School
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The Cottonwood School
Monthly Cash Flow/Forecast FY21-22
Revised 6/3/19

ADA = 1642.55



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1368.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	528,446	528,446	951,202	951,202	951,202	951,202	951,202	1,375,426	1,375,426	1,375,426	1,375,426	1,375,426	12,690,033	10,183,869	2,506,164
8012 Education Protection Account	-	-	-	68,400	-	-	68,400	-	-	109,583	-	-	82,128	328,510	273,600	54,910
8096 In Lieu of Property Taxes	236,946	473,892	315,928	315,928	315,928	315,928	315,928	552,874	276,437	276,437	276,437	276,437	-	3,949,101	3,289,014	660,087
	236,946	1,002,338	844,374	1,335,530	1,267,130	1,267,130	1,335,530	1,504,076	1,651,863	1,761,446	1,651,863	1,651,863	1,457,554	16,967,644	13,746,483	3,221,161
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	81,225	-	-	40,613	40,613	162,450	135,375	27,075
8220 Federal Child Nutrition	-	-	6,144	6,144	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288	122,883	102,344	20,540
	-	-	6,144	6,144	12,288	12,288	12,288	12,288	89,513	12,288	12,288	52,901	52,901	285,333	237,719	47,615
Other State Revenue																
8311 State Special Education	-	35,414	35,414	63,745	63,745	63,745	63,745	63,745	92,175	92,175	92,175	92,175	92,175	850,430	708,282	142,148
8520 Child Nutrition	-	-	582	582	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	11,631	9,687	1,944
8550 Mandated Cost	-	-	-	-	-	55,907	-	-	-	-	-	-	-	55,907	46,590	9,318
8560 State Lottery	-	-	-	-	-	-	83,770	-	-	83,770	-	-	167,540	335,080	279,072	56,008
	-	35,414	35,996	64,327	64,909	120,816	148,679	64,909	93,338	177,108	93,338	93,338	260,878	1,253,040	1,043,631	209,419
Total Revenue	236,946	1,037,752	886,513	1,406,001	1,344,327	1,400,234	1,496,497	1,581,273	1,838,715	1,950,842	1,757,490	1,798,102	1,771,333	18,506,026	15,027,832	3,478,194
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	403,883	403,883	403,883	403,883	403,883	403,883	403,883	403,883	403,883	403,883	403,883	403,883	-	4,846,599	3,990,240	(856,359)
1175 Teachers' Extra Duty/Stipends	60,582	60,582	60,582	60,582	60,582	60,582	60,582	60,582	60,582	60,582	60,582	60,582	-	726,990	598,536	(128,454)
1300 Administrators' Salaries	65,545	65,545	65,545	65,545	65,545	65,545	65,545	65,545	65,545	65,545	65,545	65,545	-	786,542	642,600	(143,942)
	530,011	530,011	530,011	530,011	530,011	530,011	530,011	530,011	530,011	530,011	530,011	530,011	-	6,360,132	5,231,376	(1,128,756)
Classified Salaries																
2100 Instructional Salaries	-	49,031	49,031	49,031	49,031	49,031	49,031	49,031	49,031	49,031	49,031	49,031	-	539,343	440,640	(98,703)
2200 Support Salaries	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	-	104,872	85,680	(19,192)
2300 Classified Administrators' Salaries	9,364	9,364	9,364	9,364	9,364	9,364	9,364	9,364	9,364	9,364	9,364	9,364	-	112,363	91,800	(20,563)
2400 Clerical and Office Staff Salaries	18,727	18,727	18,727	18,727	18,727	18,727	18,727	18,727	18,727	18,727	18,727	18,727	-	224,726	183,600	(41,126)
	36,830	85,861	85,861	85,861	85,861	85,861	85,861	85,861	85,861	85,861	85,861	85,861	-	981,305	801,720	(179,585)
Benefits																
3101 STKS	95,932	95,932	95,932	95,932	95,932	95,932	95,932	95,932	95,932	95,932	95,932	95,932	-	1,151,184	946,879	(204,305)
3301 OSADL	2,283	5,323	5,323	5,323	5,323	5,323	5,323	5,323	5,323	5,323	5,323	5,323	-	60,841	49,707	(11,134)
3311 Medicare	8,220	8,930	8,930	8,930	8,930	8,930	8,930	8,930	8,930	8,930	8,930	8,930	-	106,451	87,480	(18,971)
3401 Health and Welfare	72,022	72,022	72,022	72,022	72,022	72,022	72,022	72,022	72,022	72,022	72,022	72,022	-	864,260	709,920	(154,340)
3501 State Unemployment	2,714	2,714	2,714	2,714	2,714	2,714	13,568	10,854	5,427	2,714	2,714	2,714	-	54,272	45,472	(8,800)
3601 Workers' Compensation	7,957	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	-	102,780	84,463	(18,317)
	189,107	193,543	193,543	193,543	193,543	193,543	204,397	201,684	196,257	193,543	193,543	193,543	-	2,339,788	1,923,921	(415,867)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	42,723	42,723	42,723	42,723	-	-	-	-	-	-	-	-	170,891	139,536	(31,355)
4200 Books and Other Reference Mater	68,356	68,356	68,356	68,356	68,356	-	-	-	-	-	-	-	-	341,782	279,072	(62,710)
4302 School Supplies	47,178	47,178	47,178	47,178	47,178	47,178	94,356	94,356	94,356	94,356	94,356	94,356	94,356	943,558	770,435	(173,123)
4305 Software	46,283	46,283	46,283	46,283	46,283	46,283	46,283	46,283	46,283	46,283	46,283	46,283	-	555,395	453,492	(101,903)
4310 Office Expense	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	-	37,476	30,600	(6,876)
4311 Business Meals	250	250	250	250	250	250	250	250	250	250	250	250	-	2,998	2,448	(550)
4400 Noncapitalized Equipment	46,761	46,761	46,761	46,761	46,761	46,761	93,523	93,523	93,523	93,523	93,523	93,523	93,523	935,226	916,888	(18,338)
4700 Food Services	-	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	-	153,944	125,698	(28,245)
	211,951	268,669	268,669	268,669	268,669	157,590	251,529	251,529	251,529	251,529	251,529	251,529	187,878	3,141,270	2,718,189	(423,101)

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The Cottonwood School
Monthly Cash Flow/Forecast FY21-22

Revised 6/3/19

ADA = 1642.55



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	-	512,673	418,608	(94,065)
5106 Other Educational Consultants	53,918	53,918	53,918	53,918	53,918	53,918	107,835	107,835	107,835	107,835	107,835	107,835	107,835	1,078,352	880,407	(197,855)
	96,640	96,640	96,640	96,640	96,640	96,640	150,558	150,558	150,558	150,558	150,558	150,558	107,835	1,591,024	1,299,105	(291,920)
Operations and Housekeeping																
5201 Auto and Travel	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	-	42,723	34,884	(7,839)
5300 Dues & Memberships	712	712	712	712	712	712	712	712	712	712	712	712	-	8,545	6,977	(1,568)
5400 Insurance	7,263	7,263	7,263	7,263	7,263	7,263	7,263	7,263	7,263	7,263	7,263	7,263	-	87,154	71,163	(15,991)
5501 Utilities	712	712	712	712	712	712	712	712	712	712	712	712	-	8,545	6,977	(1,568)
5502 Janitorial Services	285	285	285	285	285	285	285	285	285	285	285	285	-	3,418	2,791	(627)
5900 Communications	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	-	34,178	27,907	(6,271)
5901 Postage and Shipping	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	-	27,343	22,826	(5,017)
	17,659	17,659	17,659	17,659	17,659	17,659	17,659	17,659	17,659	17,659	17,659	17,659	-	211,905	173,025	(38,880)
Facilities, Repairs and Other Leases																
5601 Rent	57,222	57,222	57,222	57,222	57,222	57,222	57,222	57,222	57,222	57,222	57,222	57,222	-	686,664	673,200	(13,464)
5610 Repairs and Maintenance	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	-	34,178	27,907	(6,271)
	60,070	60,070	60,070	60,070	60,070	60,070	60,070	60,070	60,070	60,070	60,070	60,070	-	720,842	701,107	(19,735)
Professional/Consulting Services																
5801 IT	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	2,848	-	34,178	27,907	(6,271)
5802 Audit & Taxes	-	-	-	-	5,202	5,202	5,202	-	-	-	-	-	-	15,606	15,300	(306)
5803 Legal	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	-	36,414	35,700	(714)
5804 Professional Development	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	-	43,472	35,496	(7,976)
5805 General Consulting	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	-	17,089	13,954	(3,135)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	89,863	89,863	89,863	-	-	-	269,588	220,124	(49,464)
5807 Bank Charges	427	427	427	427	427	427	427	427	427	427	427	427	-	5,127	4,186	(941)
5808 Printing	570	570	570	570	570	570	570	570	570	570	570	570	-	6,836	5,581	(1,254)
5809 Other taxes and fees	427	427	427	427	427	427	427	427	427	427	427	427	-	5,127	4,186	(941)
5811 Management Fee	26,988	26,988	26,988	26,988	26,988	26,988	26,988	26,988	26,988	26,988	26,988	26,988	-	323,855	262,987	(60,868)
5812 District Oversight Fee	7,108	30,070	25,331	40,066	38,014	38,014	40,066	45,122	40,556	52,843	40,556	40,556	43,727	509,029	412,394	(96,635)
	46,450	69,412	64,673	84,609	82,557	82,557	79,407	174,326	178,760	182,048	88,897	88,897	43,727	1,266,321	1,037,816	(228,505)
Interest																
7438 Interest Expense	-	7,610	7,610	-	7,610	-	-	-	-	-	-	-	-	22,829	136,124	113,296
	-	7,610	7,610	-	7,610	-	-	-	-	-	-	-	-	22,829	136,124	113,296
Total Expenses	1,188,719	1,329,475	1,324,736	1,337,063	1,342,620	1,223,932	1,379,493	1,471,698	1,470,705	1,471,279	1,378,129	1,378,129	339,440	16,635,416	14,022,363	(2,613,053)
Monthly Surplus (Deficit)	(951,773)	(291,723)	(438,222)	68,938	1,706	176,303	117,004	109,575	368,010	479,564	379,361	419,974	1,431,893	1,870,610	1,005,469	865,141

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The Cottonwood School
Monthly Cash Flow/Forecast FY21-22
Revised 6/3/19
ADA = 1642.55



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(951,773)	(291,723)	(438,222)	68,938	1,706	176,303	117,004	109,575	368,010	479,564	379,361	419,974	1,431,899	1,870,610		
Cash flows from operating activities																
Public Funding Receivables	1,182,855	-	139,536	-	-	-	110,574	-	-	-	-	-	(1,771,333)	(338,367)		
Accounts Payable	(291,932)	-	-	-	-	-	-	-	-	-	-	-	339,440	47,509		
Cash flows from financing activities																
Proceeds from Factoring	-	190,240	190,240	-	190,240	-	-	-	-	-	-	-	-	570,721		
Payments on Factoring	-	-	-	-	(190,240)	(190,240)	-	(190,240)	-	-	-	-	-	(570,721)		
Total Change in Cash	(60,849)	(101,483)	(106,446)	68,938	1,706	(13,938)	227,578	(80,666)	368,010	479,564	379,361	419,974				
Cash, Beginning of Month	293,127	232,278	130,796	22,350	91,288	92,994	79,057	306,635	225,969	593,979	1,073,543	1,452,904				
Cash, End of Month	<u>232,278</u>	<u>130,796</u>	<u>22,350</u>	<u>91,288</u>	<u>92,994</u>	<u>79,057</u>	<u>306,635</u>	<u>225,969</u>	<u>593,979</u>	<u>1,073,543</u>	<u>1,452,904</u>	<u>1,872,878</u>				

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The Cottonwood School Monthly Cash Flow/Forecast FY22-23

Revised 6/3/19

ADA = 1925.65



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA = 1642.55
State Aid - Revenue Limit																
8011 LCFF State Aid	-	633,850	633,850	1,140,930	1,140,930	1,140,930	1,140,930	1,140,930	1,577,916	1,577,916	1,577,916	1,577,916	1,577,916	14,861,933	12,690,033	2,171,901
8012 Education Protection Account	-	-	-	82,128	-	-	82,128	-	124,593	-	-	-	96,283	385,130	328,510	56,620
8096 In Lieu of Property Taxes	277,785	555,569	370,380	370,380	370,380	370,380	370,380	648,164	324,082	324,082	324,082	324,082	-	4,629,744	3,949,101	680,643
	277,785	1,189,419	1,004,230	1,593,437	1,511,310	1,511,310	1,593,437	1,789,094	1,901,999	2,026,591	1,901,999	1,901,999	1,674,199	19,876,907	16,967,644	2,909,164
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	97,526	-	-	-	48,763	195,053	162,450	32,603
8220 Federal Child Nutrition	-	-	7,203	7,203	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	144,063	122,883	21,179
	-	-	7,203	7,203	14,406	14,406	14,406	14,406	111,933	14,406	14,406	63,169	63,169	339,116	285,333	53,782
Other State Revenue																
8311 State Special Education	-	42,522	42,522	76,539	76,539	76,539	76,539	76,539	105,854	105,854	105,854	105,854	105,854	997,005	850,430	146,575
8520 Child Nutrition	-	-	682	682	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	13,636	11,631	2,005
8550 Mandated Cost	-	-	-	-	-	55,907	-	-	-	-	-	-	-	67,151	55,907	11,243
8560 State Lottery	-	-	-	-	-	-	98,208	-	-	-	-	-	-	392,833	335,080	57,752
	-	42,522	43,203	77,221	77,902	133,810	176,110	77,902	107,217	205,425	107,217	107,217	314,877	1,470,624	1,253,049	217,575
Total Revenue	277,785	1,231,941	1,054,636	1,677,861	1,603,618	1,659,526	1,783,954	1,881,403	2,121,149	2,246,423	2,023,622	2,072,385	2,052,145	21,686,547	18,506,626	3,180,521
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	483,532	483,532	483,532	483,532	483,532	483,532	483,532	483,532	483,532	483,532	483,532	483,532	-	5,802,381	4,846,599	(955,781)
1175 Teachers' Extra Duty/Stipends	72,530	72,530	72,530	72,530	72,530	72,530	72,530	72,530	72,530	72,530	72,530	72,530	-	870,357	726,990	(143,367)
1300 Administrators' Salaries	78,374	78,374	78,374	78,374	78,374	78,374	78,374	78,374	78,374	78,374	78,374	78,374	-	940,493	786,542	(153,951)
	634,436	634,436	634,436	634,436	634,436	634,436	634,436	634,436	634,436	634,436	634,436	634,436	-	7,613,231	6,360,132	(1,253,100)
Classified Salaries																
2100 Instructional Salaries	-	58,628	58,628	58,628	58,628	58,628	58,628	58,628	58,628	58,628	58,628	58,628	-	644,910	539,343	(105,566)
2200 Support Salaries	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	-	125,399	104,872	(20,527)
2300 Classified Administrators' Salaries	11,196	11,196	11,196	11,196	11,196	11,196	11,196	11,196	11,196	11,196	11,196	11,196	-	134,356	112,363	(21,993)
2400 Clerical and Office Staff Salaries	22,898	22,898	22,898	22,898	22,898	22,898	22,898	22,898	22,898	22,898	22,898	22,898	-	268,712	224,726	(43,986)
	44,089	102,667	102,667	102,667	102,667	102,667	102,667	102,667	102,667	102,667	102,667	102,667	-	1,173,378	981,305	(192,072)
Benefits																
3101 STRS	111,661	111,661	111,661	111,661	111,661	111,661	111,661	111,661	111,661	111,661	111,661	111,661	-	1,339,929	1,151,184	(188,745)
3301 OASDI	2,730	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	-	72,749	60,841	(11,908)
3311 Medicare	9,838	10,688	10,688	10,688	10,688	10,688	10,688	10,688	10,688	10,688	10,688	10,688	-	127,406	106,451	(20,955)
3401 Health and Welfare	86,193	86,193	86,193	86,193	86,193	86,193	86,193	86,193	86,193	86,193	86,193	86,193	-	1,034,317	864,260	(170,057)
3501 State Unemployment	3,184	3,184	3,184	3,184	3,184	3,184	15,919	12,736	6,368	3,184	3,184	3,184	-	63,678	54,272	(9,405)
3601 Workers' Compensation	9,499	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	-	123,013	102,780	(20,232)
	223,105	228,410	228,410	228,410	228,410	228,410	241,146	237,962	231,594	228,410	228,410	228,410	-	2,761,091	2,339,788	(421,303)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	51,088	51,088	51,088	51,088	-	-	-	-	-	-	-	-	204,352	170,891	(33,461)
4200 Books and Other Reference Materi	81,741	81,741	81,741	81,741	81,741	-	-	-	-	-	-	-	-	408,703	341,782	(66,921)
4302 School Supplies	56,415	56,415	56,415	56,415	56,415	56,415	112,831	112,831	112,831	112,831	112,831	112,831	112,831	1,128,307	943,558	(184,750)
4305 Software	55,345	55,345	55,345	55,345	55,345	55,345	55,345	55,345	55,345	55,345	55,345	55,345	-	664,142	555,395	(108,747)
4310 Office Expense	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	-	44,814	37,476	(7,338)
4311 Business Meals	299	299	299	299	299	299	299	299	299	299	299	299	-	3,585	2,998	(587)
4400 Noncapitalized Equipment	47,697	47,697	47,697	47,697	47,697	47,697	95,393	95,393	95,393	95,393	95,393	95,393	95,393	953,930	935,226	(18,705)
4700 Food Services	-	16,735	16,735	16,735	16,735	16,735	16,735	16,735	16,735	16,735	16,735	16,735	-	184,086	153,944	(30,142)
	245,231	313,054	313,054	313,054	313,054	180,225	284,337	284,337	284,337	284,337	284,337	284,337	208,224	3,591,920	3,141,270	(450,650)

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The Cottonwood School
Monthly Cash Flow/Forecast FY22-23
Revised 6/3/19

ADA = 1925.65



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	51,088	51,088	51,088	51,088	51,088	51,088	51,088	51,088	51,088	51,088	51,088	51,088	-	613,055	512,673	(100,382)
5106 Other Educational Consultants	64,475	64,475	64,475	64,475	64,475	64,475	128,949	128,949	128,949	128,949	128,949	128,949	128,949	1,289,494	1,078,352	(211,142)
	115,563	115,563	115,563	115,563	115,563	115,563	180,037	180,037	180,037	180,037	180,037	180,037	128,949	1,902,549	1,591,024	(311,524)
Operations and Housekeeping																
5201 Auto and Travel	4,257	4,257	4,257	4,257	4,257	4,257	4,257	4,257	4,257	4,257	4,257	4,257	-	51,088	42,723	(8,365)
5300 Dues & Memberships	851	851	851	851	851	851	851	851	851	851	851	851	-	10,218	8,545	(1,673)
5400 Insurance	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	-	104,219	87,154	(17,065)
5501 Utilities	851	851	851	851	851	851	851	851	851	851	851	851	-	10,218	8,545	(1,673)
5502 Janitorial Services	341	341	341	341	341	341	341	341	341	341	341	341	-	4,087	3,418	(669)
5900 Communications	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	-	40,870	34,178	(6,692)
5901 Postage and Shipping	2,725	2,725	2,725	2,725	2,725	2,725	2,725	2,725	2,725	2,725	2,725	2,725	-	32,696	27,343	(5,354)
	21,116	21,116	21,116	21,116	21,116	21,116	21,116	21,116	21,116	21,116	21,116	21,116	-	253,396	211,905	(41,491)
Facilities, Repairs and Other Leases																
5601 Rent	58,366	58,366	58,366	58,366	58,366	58,366	58,366	58,366	58,366	58,366	58,366	58,366	-	700,397	696,654	(3,743)
5610 Repairs and Maintenance	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	-	40,870	34,178	(6,692)
	61,772	61,772	61,772	61,772	61,772	61,772	61,772	61,772	61,772	61,772	61,772	61,772	-	741,268	730,832	(10,436)
Professional/Consulting Services																
5801 IT	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	-	40,870	34,178	(6,692)
5802 Audit & Taxes	-	-	-	5,306	5,306	5,306	-	-	-	-	-	-	-	15,918	15,606	(312)
5803 Legal	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	-	37,142	36,414	(728)
5804 Professional Development	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	-	51,984	43,472	(8,512)
5805 General Consulting	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	-	20,435	17,089	(3,346)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	107,458	107,458	107,458	-	-	-	322,373	269,588	(52,785)
5807 Bank Charges	511	511	511	511	511	511	511	511	511	511	511	511	-	6,131	5,127	(1,004)
5808 Printing	681	681	681	681	681	681	681	681	681	681	681	681	-	8,174	6,836	(1,338)
5809 Other taxes and fees	511	511	511	511	511	511	511	511	511	511	511	511	-	6,131	5,127	(1,004)
5811 Management Fee	31,626	31,626	31,626	31,626	31,626	31,626	31,626	31,626	31,626	31,626	31,626	31,626	-	379,515	323,855	(55,660)
5812 District Oversight Fee	8,334	35,683	30,127	47,803	45,339	45,339	47,803	53,673	57,060	60,798	57,060	57,060	50,226	596,304	509,029	(87,275)
	54,199	81,548	75,992	98,974	96,510	96,510	93,668	206,996	210,383	214,121	102,925	102,925	50,226	1,484,977	1,246,321	(238,656)
Total Expenses	1,399,461	1,558,566	1,553,011	1,575,993	1,573,529	1,440,701	1,619,181	1,729,324	1,726,344	1,726,897	1,615,702	1,615,702	387,399	19,521,809	16,635,416	(2,886,393)
Monthly Surplus (Deficit)	(1,121,676)	(326,625)	(498,375)	101,868	30,089	218,825	164,773	152,079	394,805	519,525	407,920	456,683	1,664,846	2,164,738	1,870,610	294,128

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The Cottonwood School
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The Cottonwood School
Monthly Cash Flow/Forecast FY22-23

Revised 6/3/19

ADA = 1925.65



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,121,676)	(326,625)	(498,375)	101,868	30,089	218,825	164,773	152,079	394,805	519,525	407,920	456,683	1,664,846	2,164,738		
Cash flows from operating activities																
Public Funding Receivables	1,471,005	-	167,540	-	-	-	132,788	-	-	-	-	-	(2,052,245)	(280,912)		
Accounts Payable	(330,440)	-	-	-	-	-	-	-	-	-	-	-	387,399	47,959		
Total Change in Cash	9,889	(326,625)	(330,835)	101,868	30,089	218,825	297,561	152,079	394,805	519,525	407,920	456,683				
Cash, Beginning of Month	1,872,878	1,882,767	1,556,142	1,225,307	1,327,175	1,357,264	1,576,089	1,873,650	2,025,729	2,420,534	2,940,059	3,347,979				
Cash, End of Month	1,882,767	1,556,142	1,225,307	1,327,175	1,357,264	1,576,089	1,873,650	2,025,729	2,420,534	2,940,059	3,347,979	3,804,663				

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The Cottonwood School Charter Material Revision ~~June-November~~ 2020

The Cottonwood School Monthly Cash Flow/Forecast FY23-24

Revised 6/3/19
ADA = 1925.65



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1925.65																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	743,097	743,097	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	1,337,574	14,861,933	14,861,933	-
8012 Education Protection Account	-	-	-	96,283	-	-	96,283	-	96,283	-	96,283	-	96,283	96,283	385,130	385,130
8096 In Lieu of Property Taxes	277,785	555,569	370,380	370,380	370,380	370,380	370,380	648,164	324,082	324,082	324,082	324,082	-	4,629,744	4,629,744	-
	277,785	1,298,666	1,113,476	1,804,236	1,707,954	1,707,954	1,804,236	1,985,738	1,661,656	1,757,939	1,661,656	1,661,656	1,433,857	13,876,807	13,876,807	-
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	114,335	-	-	-	57,168	57,168	228,671	195,053	33,618
8220 Federal Child Nutrition	-	-	7,203	7,203	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	144,063	144,063	-
	-	-	7,203	7,203	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	14,406	372,734	339,116	33,618
Other State Revenue																
8311 State Special Education	-	48,850	48,850	89,730	89,730	89,730	89,730	89,730	89,730	89,730	89,730	89,730	89,730	997,005	997,005	-
8520 Child Nutrition	-	-	682	682	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	13,636	13,636	-
8550 Mandated Cost	-	-	-	-	-	55,907	-	-	-	-	-	-	-	22,174	78,082	10,931
8560 State Lottery	-	-	-	-	-	-	98,208	-	-	98,208	-	-	-	392,833	392,833	-
	-	48,850	50,532	90,412	91,094	147,001	189,302	91,094	91,094	189,302	91,094	91,094	309,685	1,481,555	1,470,624	10,931
Total Revenue	277,785	1,348,516	1,171,211	1,901,851	1,813,454	1,869,361	2,007,945	2,091,239	1,881,492	1,961,647	1,767,156	1,824,324	1,815,115	21,731,097	21,686,547	44,549
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	493,202	493,202	493,202	493,202	493,202	493,202	493,202	493,202	493,202	493,202	493,202	493,202	-	5,918,428	5,802,381	(116,048)
1175 Teachers' Extra Duty/Stipends	73,980	73,980	73,980	73,980	73,980	73,980	73,980	73,980	73,980	73,980	73,980	73,980	-	887,764	870,357	(17,407)
1300 Administrators' Salaries	79,942	79,942	79,942	79,942	79,942	79,942	79,942	79,942	79,942	79,942	79,942	79,942	-	959,303	940,493	(18,810)
	647,125	647,125	647,125	647,125	647,125	647,125	647,125	647,125	647,125	647,125	647,125	647,125	-	7,765,495	7,613,231	(152,265)
Classified Salaries																
2100 Instructional Salaries	-	59,801	59,801	59,801	59,801	59,801	59,801	59,801	59,801	59,801	59,801	59,801	-	657,808	644,910	(12,898)
2200 Support Salaries	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	-	127,907	125,399	(2,508)
2300 Classified Administrators' Salaries	11,420	11,420	11,420	11,420	11,420	11,420	11,420	11,420	11,420	11,420	11,420	11,420	-	137,043	134,356	(2,687)
2400 Clerical and Office Staff Salaries	22,841	22,841	22,841	22,841	22,841	22,841	22,841	22,841	22,841	22,841	22,841	22,841	-	274,087	268,712	(5,374)
	44,920	104,720	104,720	104,720	104,720	104,720	104,720	104,720	104,720	104,720	104,720	104,720	-	1,196,845	1,173,378	(23,468)
Benefits																
3101 STRS	113,894	113,894	113,894	113,894	113,894	113,894	113,894	113,894	113,894	113,894	113,894	113,894	-	1,366,727	1,339,929	(26,799)
3301 OASDI	2,785	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	-	74,204	72,740	(1,465)
3311 Medicare	10,035	10,902	10,902	10,902	10,902	10,902	10,902	10,902	10,902	10,902	10,902	10,902	-	129,954	127,406	(2,548)
3401 Health and Welfare	87,917	87,917	87,917	87,917	87,917	87,917	87,917	87,917	87,917	87,917	87,917	87,917	-	1,055,003	1,034,317	(20,686)
3501 State Unemployment	3,184	3,184	3,184	3,184	3,184	3,184	15,919	12,736	6,368	3,184	3,184	3,184	-	63,678	63,678	-
3601 Workers' Compensation	9,689	10,526	10,526	10,526	10,526	10,526	10,526	10,526	10,526	10,526	10,526	10,526	-	125,473	123,013	(2,460)
	227,503	232,915	232,915	232,915	232,915	232,915	245,651	242,467	236,099	232,915	232,915	232,915	-	2,815,039	2,761,091	(53,948)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	52,110	52,110	52,110	52,110	-	-	-	-	-	-	-	-	208,439	204,352	(4,087)
4200 Books and Other Reference Materi	83,375	83,375	83,375	83,375	83,375	-	-	-	-	-	-	-	-	416,877	408,703	(8,174)
4302 School Supplies	57,544	57,544	57,544	57,544	57,544	57,544	115,087	115,087	115,087	115,087	115,087	115,087	115,087	1,150,873	1,128,307	(22,566)
4305 Software	56,452	56,452	56,452	56,452	56,452	56,452	56,452	56,452	56,452	56,452	56,452	56,452	-	677,425	664,142	(13,283)
4310 Office Expense	3,809	3,809	3,809	3,809	3,809	3,809	3,809	3,809	3,809	3,809	3,809	3,809	-	45,710	44,814	(896)
4311 Business Meals	305	305	305	305	305	305	305	305	305	305	305	305	-	3,657	3,585	(72)
4400 Noncapitalized Equipment	48,650	48,650	48,650	48,650	48,650	48,650	97,301	97,301	97,301	97,301	97,301	97,301	97,301	973,009	953,930	(19,079)
4700 Food Services	-	17,070	17,070	17,070	17,070	17,070	17,070	17,070	17,070	17,070	17,070	17,070	-	187,768	184,086	(3,682)
	250,136	319,315	319,315	319,315	319,315	183,830	290,024	290,024	290,024	290,024	290,024	290,024	212,388	3,463,758	3,591,920	(71,838)

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The Cottonwood School
Monthly Cash Flow/Forecast FY23-24
Revised 6/3/19

ADA = 1925.65



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	52,110	52,110	52,110	52,110	52,110	52,110	52,110	52,110	52,110	52,110	52,110	52,110	-	625,316	613,055	(12,261)
5106 Other Educational Consultants	65,764	65,764	65,764	65,764	65,764	65,764	131,528	131,528	131,528	131,528	131,528	131,528	131,528	1,315,284	1,280,454	(25,790)
	117,874	117,874	117,874	117,874	117,874	117,874	183,638	183,638	183,638	183,638	183,638	183,638	131,528	1,940,599	1,902,548	(38,051)
Operations and Housekeeping																
5201 Auto and Travel	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	-	52,110	51,088	(1,022)
5300 Dues & Memberships	868	868	868	868	868	868	868	868	868	868	868	868	-	10,422	10,218	(204)
5400 Insurance	8,859	8,859	8,859	8,859	8,859	8,859	8,859	8,859	8,859	8,859	8,859	8,859	-	106,304	104,219	(2,084)
5501 Utilities	868	868	868	868	868	868	868	868	868	868	868	868	-	10,422	10,218	(204)
5502 Janitorial Services	347	347	347	347	347	347	347	347	347	347	347	347	-	4,169	4,087	(82)
5900 Communications	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	-	41,688	40,870	(817)
5901 Postage and Shipping	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	-	33,350	32,696	(654)
	21,539	21,539	21,539	21,539	21,539	21,539	21,539	21,539	21,539	21,539	21,539	21,539	-	258,464	253,996	(5,068)
Facilities, Repairs and Other Leases																
5601 Rent	59,534	59,534	59,534	59,534	59,534	59,534	59,534	59,534	59,534	59,534	59,534	59,534	-	714,405	700,397	(14,008)
5610 Repairs and Maintenance	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	-	41,688	40,870	(817)
	63,008	63,008	63,008	63,008	63,008	63,008	63,008	63,008	63,008	63,008	63,008	63,008	-	756,093	741,268	(14,825)
Professional/Consulting Services																
5801 IT	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	-	41,688	40,870	(817)
5802 Audit & Taxes	-	-	-	5,412	5,412	5,412	-	-	-	-	-	-	-	16,236	15,918	(318)
5803 Legal	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	-	37,885	37,142	(743)
5804 Professional Development	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	-	53,024	51,984	(1,040)
5805 General Consulting	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	-	20,844	20,435	(409)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	109,607	109,607	109,607	-	-	-	328,821	322,373	(6,447)
5807 Bank Charges	521	521	521	521	521	521	521	521	521	521	521	521	-	6,253	6,131	(123)
5808 Printing	695	695	695	695	695	695	695	695	695	695	695	695	-	8,338	8,174	(163)
5809 Other taxes and fees	521	521	521	521	521	521	521	521	521	521	521	521	-	6,253	6,131	(123)
5811 Management Fee	31,691	31,691	31,691	31,691	31,691	31,691	31,691	31,691	31,691	31,691	31,691	31,691	-	380,294	379,515	(780)
5812 District Oversight Fee	6,334	38,960	33,404	54,127	51,239	51,239	54,127	50,572	40,850	52,738	40,850	40,850	43,016	596,304	596,304	-
	54,548	85,175	79,619	105,754	102,866	102,866	100,342	215,394	205,672	208,560	96,065	96,065	43,016	1,495,940	1,484,977	(10,963)
Total Expenses	1,426,652	1,591,670	1,586,115	1,612,249	1,609,361	1,473,876	1,656,046	1,767,914	1,751,824	1,751,529	1,639,033	1,639,033	386,932	19,892,235	19,521,809	(370,426)
Monthly Surplus (Deficit)	(1,148,867)	(243,154)	(414,903)	289,602	204,093	395,485	351,898	323,324	329,668	210,118	128,123	185,291	1,428,183	1,838,867	2,164,738	(325,871)

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The Cottonwood School
Monthly Cash Flow/Forecast FY23-24

Revised 6/3/19
ADA = 1925.65



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,148,867)	(243,154)	(414,903)	289,602	204,098	395,485	351,898	323,324	129,668	210,118	128,123	185,291	1,428,183	1,838,862		
Cash flows from operating activities																
Public Funding Receivables	1,689,969	-	196,416	-	-	-	165,860	-	-	-	-	-	(1,815,115)	237,130		
Accounts Payable	(387,399)	-	-	-	-	-	-	-	-	-	-	-	386,932	(467)		
Total Change in Cash	153,702	(243,154)	(218,487)	289,602	204,098	395,485	517,758	323,324	129,668	210,118	128,123	185,291				
Cash, Beginning of Month	3,804,663	3,958,365	3,715,211	3,496,724	3,786,326	3,990,419	4,385,905	4,903,663	5,226,987	5,356,655	5,566,773	5,694,897				
Cash, End of Month	3,958,365	3,715,211	3,496,724	3,786,326	3,990,419	4,385,905	4,903,663	5,226,987	5,356,655	5,566,773	5,694,897	5,880,188				

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Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of The Cottonwood School. The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the planning year plus 4 years of operations for 2020-21 through 2023-24 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for The Cottonwood School will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that The Cottonwood School will open in 2019-20 with enrollment of 1,200 and grow to 2,027 at capacity. The following table shows The Cottonwood School's projected enrollment and ADA.

Table A: Enrollment & ADA

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
TK-K	27	32	38	75	75
1st Grade	27	32	38	50	50
2nd Grade	27	32	38	50	50
3rd Grade	27	32	38	50	50
4th Grade	28	34	41	50	50
5th Grade	28	34	41	50	50
6th Grade	28	34	41	50	50
7th Grade	24	29	35	26	26
8th Grade	24	29	35	26	26
9th Grade	240	288	346	400	400
10th Grade	240	288	346	400	400
11th Grade	240	288	346	400	400
12th Grade	240	288	346	400	400
Total Projected Enrollment	1,200	1,440	1,729	2,027	2,027
Average Daily Attendance (ADA)					
ADA %	95%	95%	95%	95%	95%
Total	1,140.00	1,368.00	1,642.55	1,925.65	1,925.65

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Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$11,000/ADA at The Cottonwood School except in the early/initial, start-up years when some revenue streams are not immediately available. State revenue streams provide the largest source of funding making up about 93% of The Cottonwood School's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
State Aid - Revenue Limit	\$11,122,679	\$13,746,483	\$16,967,644	\$19,876,807	\$19,876,807
Federal Revenue	85,286	237,719	285,333	339,116	372,734
Other State Revenue	830,868	1,043,631	1,253,049	1,470,624	1,481,555
Total Revenues	\$12,038,832	\$15,027,832	\$18,506,026	\$21,686,547	\$21,731,097
State Revenues as % of Total	92.4%	91.5%	91.7%	91.7%	91.5%
Revenues per ADA	\$10,560	\$10,985	\$11,267	\$11,262	\$11,285

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v20.1b released 05/14/19) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at The Cottonwood School of 25%.

The 2018-19 estimates for the District's LCFF floor, gap funding and ADA stated on the LCFF Funding snapshot were used as estimates for 2019-20 floor to calculate the LCFF per-pupil funding for The Cottonwood School in its first year. The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in year 1, a total of \$228,000, or \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account.

Table C: Projected State Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$8,153,834	\$10,183,869	\$12,690,033	\$14,861,933	\$14,861,933
Education Protection Account	228,000	273,600	328,510	385,130	385,130
In Lieu of Property Taxes	2,740,845	3,289,014	3,949,101	4,629,744	4,629,744
Total State Revenue	\$11,122,679	\$13,746,483	\$16,967,644	\$19,876,807	\$19,876,807

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Federal Revenues

Special Education

The Cottonwood School provides special education services and will work with the LACOE Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. The Cottonwood School's state special education funding includes general state aid of \$518/ADA. In addition to state special education funding, the revenue projection for The Cottonwood School also assumes \$119/ADA of federal special education funding beginning in year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 25% and 36% of those students will participate in the program. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Table D: Projected Federal Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Revenue					
Special Education - Entitlement	-	\$135,375	\$162,450	\$195,053	\$228,671
Federal Child Nutrition	85,286	102,344	122,883	144,063	144,063
Total Federal Revenue	\$85,286	\$237,719	\$285,333	\$339,116	\$372,734

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$204 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$17/ADA for grades K-8 and \$47/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, The Cottonwood School will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Other State Revenue					
State Special Education	\$590,235	\$708,282	\$850,430	\$997,005	\$997,005
Child Nutrition	8,073	9,687	11,631	13,636	13,636
Mandated Cost	-	46,590	55,907	67,151	78,082
State Lottery	\$232,560	\$279,072	\$335,080	\$392,833	\$392,833
Total Other State Revenue	\$830,868	\$1,043,631	\$1,253,049	\$1,470,624	\$1,481,555

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Other Local Revenues

Although The Cottonwood School does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2023-24 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Projected Expenses					
Certificated Salaries	\$4,251,000	\$5,231,376	\$6,360,132	\$7,613,231	\$7,765,496
Classified Salaries	655,000	801,720	981,305	1,173,378	1,196,845
Employee Benefits	1,505,578	1,923,921	2,339,788	2,761,091	2,815,039
Total Compensation	\$6,411,578	\$7,957,017	\$9,681,225	\$11,547,700	\$11,777,380
Books and Supplies	2,370,545	2,718,169	3,141,270	3,591,920	3,663,758
Subagreement Services	1,061,360	1,299,105	1,591,024	1,902,548	1,940,599
Operations and Housekeeping	141,360	173,025	211,905	253,396	258,464
Facilities, Repairs and Other Leases	682,800	701,107	720,842	741,268	756,093
Professional/Consulting Services	848,800	1,037,816	1,266,321	1,484,977	1,495,940
Interest	93,697	136,124	22,829	-	-
Total Non-Comp	\$5,198,562	\$6,065,346	\$6,954,191	\$7,974,109	\$8,114,855
Total Expenses	\$11,610,140	\$14,022,363	\$16,635,416	\$19,521,809	\$19,892,235

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 53% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

The Cottonwood School's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students is expected to be at or below 25:1 over the course of the full 5 years of operations. However, that ratio is much improved at 18:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Staff Ratio					
School Attendance	1,200.0	1,440.0	1,729.0	2,027.0	2,027.0
Certificated Teacher	48.0	58.0	69.0	81.0	81.0
Certificated Pupil Support (including SPED)	6.0	7.0	9.0	10.0	10.0
Classified Instructional Aides	12.0	14.0	17.0	20.0	20.0
Total Instructional Staff	66.0	79.0	95.0	111.0	111.0
Student : Instructional Staff Ratio	18.2	18.2	18.2	18.3	18.3

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The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staffing					
Instructional Staff					
Teachers					
TK-K	1.0	1.0	1.0	2.0	2.0
1st Grade	1.0	1.0	1.0	2.0	2.0
2nd Grade	1.0	1.0	2.0	3.0	3.0
3rd Grade	1.0	2.0	3.0	3.0	3.0
4th Grade	1.0	2.0	3.0	4.0	4.0
5th Grade	1.0	2.0	3.0	4.0	4.0
6th Grade	1.0	2.0	3.0	4.0	4.0
7th Grade	1.0	2.0	3.0	4.0	4.0
8th Grade	1.0	2.0	3.0	4.0	4.0
9th Grade	10.0	11.0	12.0	13.0	13.0
10th Grade	10.0	11.0	12.0	13.0	13.0
11th Grade	10.0	11.0	12.0	13.0	13.0
12th Grade	9.0	10.0	11.0	12.0	12.0
Total Teacher	48.0	58.0	69.0	81.0	81.0
Other Instructional Staff					
Certificated Pupil Support (including SPED)	6.0	7.0	9.0	10.0	10.0
Classified Instructional Aides	12.0	14.0	17.0	20.0	20.0
Total Other Instructional Staff	18.0	21.0	26.0	30.0	30.0
Total Instructional Staff	66.0	79.0	95.0	111.0	111.0
Administrative Staff - Certified					
Director	4.0	5.0	6.0	7.0	7.0
SPED Director	1.0	1.0	1.0	2.0	2.0
Total Administrative Staff - Certified	5.0	6.0	7.0	9.0	9.0
Support and Administrative Staff					
Support Staff - Classified (FTE)	2.0	2.0	3.0	3.0	3.0
Administrative - Classified (FTE)	1.0	1.0	1.0	2.0	2.0
Clerical Staff - Classified (FTE)	3.0	4.0	4.0	5.0	5.0
Total Classified Staff	6.0	7.0	8.0	10.0	10.0
Total Staffing	77.0	92.0	110.0	130.0	130.0

For the first year of operations (2019-20), it is assumed that the School and Site Directors and other 12-month employees will begin on July 1, 2019.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

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Table I: Average Budgeted Salary by Position

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Average Budgeted Salary by Position					
Teacher (including SPED)	\$67,500	\$68,797	\$70,241	\$71,634	\$73,067
Administrative Staff - Certified	105,000	107,100	112,363	104,499	106,589
Classified Staff (Support and Administrative)	36,389	38,177	39,252	39,113	39,895

Table J: Employee Benefits

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Benefits					
STRS	\$709,917	\$946,879	\$1,151,184	\$1,339,929	\$1,366,727
OASDI	40,610	49,707	60,841	72,749	74,204
Medicare	71,137	87,480	106,451	127,406	129,954
Health and Welfare	577,500	709,920	864,260	1,034,317	1,055,003
State Unemployment	37,730	45,472	54,272	63,678	63,678
Workers' Compensation	68,684	84,463	102,780	123,013	125,473
Total Benefits	\$1,505,578	\$1,923,921	\$2,339,788	\$2,761,091	\$2,815,039

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to decrease per the Governor's May Revised budget to 16.70% in 2019-20 and then increase to 18.10% 2020-21 and 2021-22. After that it should taper off back down to 17.60% as we have budgeted.

Books and Supplies

Many of the core programming cost projections after the initial start-up period from July 1, 2019 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

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Table K: Books & Supplies

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Books & Supplies					
Textbooks and Core Curricula	\$114,000	\$139,536	\$170,891	\$204,352	\$208,439
Books and Other Materials	228,000	279,072	341,782	408,703	416,877
School Supplies	629,440	770,435	943,558	1,128,307	1,150,873
Software	179,840	220,124	269,588	322,373	328,821
Office Expense	370,500	453,492	555,395	664,142	677,425
Business Meals	25,000	30,600	37,476	44,814	45,710
School Fundraising	2,000	2,448	2,998	3,585	3,657
Noncapitalized Equipment	898,910	916,888	935,226	953,930	973,009
Food Services	102,695	125,698	153,944	184,086	187,768
Total Books & Supplies	\$2,550,385	\$2,938,293	\$3,410,858	\$3,914,293	\$3,992,579

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table L: Operations & Housekeeping

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
Auto and Travel	\$28,500	\$34,884	\$42,723	\$51,088	\$52,110
Dues & Memberships	\$5,700	\$6,977	\$8,545	\$10,218	\$10,422
Insurance	\$58,140	\$71,163	\$87,154	\$104,219	\$106,304
Utilities	\$5,700	\$6,977	\$8,545	\$10,218	\$10,422
Janitorial Services	\$2,280	\$2,791	\$3,418	\$4,087	\$4,169
Communications	\$22,800	\$27,907	\$34,178	\$40,870	\$41,688
Postage and Shipping	\$18,240	\$22,326	\$27,343	\$32,696	\$33,350
Total Operations and Housekeeping	\$141,360	\$173,025	\$211,905	\$253,396	\$258,464

Expenses shown in the table below are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

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Table M: Professional Services

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Services					
IT	\$22,800	\$27,907	\$34,178	\$40,870	\$41,688
Audit & Taxes	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
Legal	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
Professional Development	\$29,000	\$35,496	\$43,472	\$51,984	\$53,024
General Consulting	\$11,400	\$13,954	\$17,089	\$20,435	\$20,844
Special Activities/Field Trips	\$179,840	\$220,124	\$269,588	\$322,373	\$328,821
Bank Charges	\$3,420	\$4,186	\$5,127	\$6,131	\$6,253
Printing	\$4,560	\$5,581	\$6,836	\$8,174	\$8,338
Other taxes and fees	\$3,420	\$4,186	\$5,127	\$6,131	\$6,253
Management Fee	\$210,680	\$262,987	\$323,855	\$379,515	\$380,294
District Oversight Fee	\$333,680	\$412,394	\$509,029	\$596,304	\$596,304
Total Professional Services	\$848,800	\$1,037,816	\$1,266,321	\$1,484,977	\$1,495,940

Management Fee

The Cottonwood School has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue. Charter Impact, Inc. also provides hourly based support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

The Cottonwood School has projected that it will be required to pay a fee of 3% of general-purpose revenues.

Other Outgo and Transfers

Due to the expected high cost of starting up a school, and the expected first LCFF apportionment not paid until after the end of the first quarter of Year 1, The Cottonwood School expects cash flow to be a problem during the first quarter of Year 1 and each year thereafter due to the growing enrollment. Many other charter schools cover their start-up cash shortfall through philanthropy and start-up grant support such as the PCSGP. However, to project cash flow conservatively, The Cottonwood School has secured external financing to provide the cash necessary to initiate operations. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase. The need to factor is not expected to be necessary after the 2nd year of operations as projections show that the cash balance will grow substantially after this initial period. As such, the projections show interest payment equal to 5% of each receivable sale during the first 2 years.

Table N: Interest

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Depreciation & Interest					
Interest	93,697	136,124	22,829	-	-
Total Depreciation & Interest	\$93,697	\$136,124	\$22,829	-	-

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Cash Flow

As noted above, because of a limited opening cash balance starting in Year 1, The Cottonwood School has allocated necessary funds to account for requisite borrowing costs during the growth phase. Once the school gets through the 3rd year of operations, the timing of the State Aid will no longer be an issue. In addition, the year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

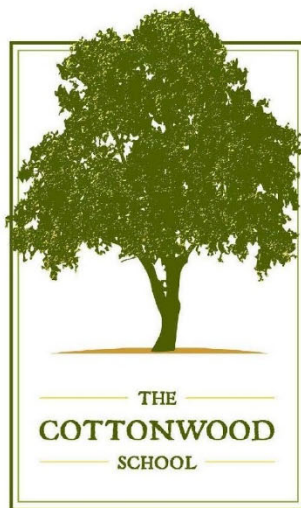
Ending Cash Balance

The cash balance at the end of 2019-20 through 2020-21 is projected to be minimal but will grow from there as the State funding calculations catch up with the school's enrollment at capacity. The Cottonwood School will be able to reach a 11.6% cash reserve by the end of the 3rd year of operations. At the end of Year 5, The Cottonwood School is projected to have a cash balance of almost \$6.5 million representing 30% of expenses.

Table O: Statement of Activities & Cash Balance

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	Year 2	Year 3	Year 4	Year 5
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$11,122,679	\$13,746,483	\$16,967,644	\$19,876,807	\$19,876,807
Federal Revenue	85,286	237,719	285,333	339,116	372,734
Other State Revenue	830,868	1,043,631	1,253,049	1,470,624	1,481,555
Total Revenues	\$12,038,832	\$15,027,832	\$18,506,026	\$21,686,547	\$21,731,097
Expenses					
Certificated Salaries	\$4,251,000	\$5,231,376	\$6,360,132	\$7,613,231	\$7,765,496
Classified Salaries	655,000	801,720	981,305	1,173,378	1,196,845
Employee Benefits	1,505,578	1,923,921	2,339,788	2,761,091	2,815,039
Books & Supplies	2,550,385	2,938,293	3,410,858	3,914,293	3,992,579
Subagreement Services	1,061,360	1,299,105	1,591,024	1,902,548	1,940,599
Operations and Housekeeping	141,360	173,025	211,905	253,396	258,464
Facilities, Repairs and Other Leases	682,800	701,107	720,842	741,268	756,093
Professional Services	848,800	1,037,816	1,266,321	1,484,977	1,495,940
Depreciation and Interest	93,697	136,124	22,829	-	-
Total Expenses	\$11,789,980	\$14,242,487	\$16,905,004	\$19,844,183	\$20,221,056
Increase/(Decrease) of Net Assets	\$248,852	\$785,345	\$1,601,022	\$1,842,365	\$1,510,041
	2.1%	5.5%	9.5%	9.3%	7.5%
Beginning Cash Balance	-	37,898	293,127	1,872,878	3,804,663
Ending Cash Balance	\$37,898	\$293,127	\$1,872,878	\$3,804,663	\$5,880,188
Cash Balance (% of Expenditures)	0.3%	2.1%	11.1%	19.2%	29.1%

Appendix F: EL Plan



ENGLISH LEARNER MASTER PLAN 2019-2020

The Cottonwood School

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Master Plan for Services to English Learners

The Cottonwood School aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in The Cottonwood School and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English

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5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ____
No ____

6. If so, in which domains? Reading ____ Writing ____ Listening ____
Speaking ____

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on

ELPAC and/or

ELA:

- ____ Student's performance is commensurate with his/her ability, due to his/her disability.
 ____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
 ____ Student's errors are indicative of a student with his/her disability versus a language barrier.
 ____ Other/also:

7. Was an English proficiency goal written into the student's IEP? Yes ____ No ____

8. Did the student meet the English proficiency goal? Yes ____ No ____

9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes ____
No ____

10. Teacher Evaluation

11. Parent Opinion

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English Language Learner
RFEP Monitoring Form



Student Name:	Grade: Scope:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	Math
Classroom Grades		
SBAC Scores		
Star 360 Scores		
Other:		

Was academic performance satisfactory? Yes No
Are intervention strategies necessary? Yes No

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Targeted Intervention (if required)		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

Additional Comments/Information

Teacher Signature_____
Date_____
Parent Signature_____
Date_____
Director of ELD or Designee_____
Date

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English Language Learner Reclassification Form



Student Name:	Grade:
	Scope:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other:		

3. Teacher Evaluation

4. Parent Opinion

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Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of
ELD: _____

Parent Signature: _____ Official RFEP
Date: _____

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Parent Notification Letter of Reclassification

June 14, 2019

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC. Scores are in and based on your child's performance on this test, your child may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include: an evaluation of your child's academic performance by the teacher, your child's English proficiency as measured by the SBAC, Star 360, and/or iReady assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified.

You are invited to contact me at the number below for a phone conference, so that we may discuss and decide on your child's readiness and overall qualification for reclassification. Questions about the ELPAC or your child's results can also be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible, so that you can continue to be actively involved in your child's learning, and together we can make decisions that are in the best interest of your child.

Sincerely,

Danielle Holaday
EL Coordinator - The Cottonwood School
916-812-8705
danielle.holaday@inspireschools.org

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Carta de Notificación a los Padres de Reclasificación

Estimados padres o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California den un examen estatal de dominio del inglés cada año a todos los estudiantes identificados como estudiantes que están aprendiendo inglés como segundo idioma. En California, el nombre de esta prueba es La Prueba de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California, ELPAC). Los resultados de ELPAC ayudan a medir cómo cada estudiante está progresando en el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

Su hijo(a) ha tomado el examen ELPAC. Los resultados han llegado, y basado en el desempeño de su hijo(a) en esta prueba, puede ser reclasificado como apto en inglés (RFEP). Además de los puntajes de ELPAC, los criterios utilizados para tomar esta decisión incluyen: una evaluación del desempeño académico de su hijo(a) por parte del maestro, la aptitud en inglés de su hijo(a) según lo medido por las evaluaciones SBAC, Star 360 y / o iReady, y su opinión como padres o tutores sobre la aptitud de su hijo(a) en inglés, y su disposición para ser reclasificado.

Les invito a que se comuniquen conmigo al número que figura a continuación para una conferencia telefónica, para que podamos discutir y decidir sobre la calificación general y disposición de su hijo(a) para la reclasificación. También pueden dirigirse a mí si tienen preguntas sobre el ELPAC o los resultados de su hijo(a).

Les instamos a hacer este contacto y realizar esta conferencia lo antes posible para que pueda seguir participando activamente en el aprendizaje de su hijo(a), y juntos podamos tomar decisiones que sean en beneficio de su hijo(a).

Sinceramente,

Danielle Holaday
EL Coordinator - The Cottonwood School
916-812-8705
danielle.holaday@inspireschools.org

Cover Sheet

Draft Memorandum of Understanding for Shared Services

Section:	III. Finance
Item:	A. Draft Memorandum of Understanding for Shared Services
Purpose:	Vote
Submitted by:	
Related Material:	Draft MOU for Shared Services.pdf

MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services and Resources (“**MOU**”) is entered into as of July 1, 2020 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Winship Community School, Feather River Charter School, Clarksville Charter School, The Cottonwood School, and Lake View Charter School.

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

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

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

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

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

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

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

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term “**Lessor**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel’s employment relationship with Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to Lessor’s employment agreements with the Shared Personnel.

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Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

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

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

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

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

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

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

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

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

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

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

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laws prohibiting harassment, discrimination and retaliation.

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

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

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

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

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

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

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

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

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

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

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

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

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

d. Provide a safe working environment for Shared Personnel.

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

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

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

8. Term and Termination.

a. Term. The MOU is effective as of July 1, 2020 and shall remain in effect until June 30, 2021 (the "**Term**"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

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

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

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

iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their

employment agreement with Lessor, the terminating party shall be responsible for paying for severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according to their relative Allocation.

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

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

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

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

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

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

termination of this MOU.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including

reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

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

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

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

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

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

To: The Cottonwood School
ATTN: Board President
7006 Rossmore Lane
El Dorado Hills, CA 95762
nlorenzedd@gmail.com

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

For The Cottonwood School, copy to:
Paul C. Minney, Esq.
Young, Minney & Corr, LLP
655 University Ave., Ste 150
Sacramento, Ca. 95825
pminney@mycharterlaw.com

For Clarksville Charter School, Feather River Charter School, Lake View Charter School, and Winship Community School, copy to:

Rahul E. Reddy, Esq.
Procopio, Cory, Hargreaves & Savitch LLP
525 B Street Suite 2200
San Diego, CA 92101
rahul.reddy@procopio.com

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

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

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

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

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

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

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

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

[Signature Block on Following Page]

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

Clarksville Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Feather River Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Lake View Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

The Cottonwood School, a California nonprofit public
benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Winship Community School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

ATTACHMENT A**Effective Date: ~~DATE~~ July 1, 2020**

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

Description of Services:

Position	Homeschool Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Providing direct and indirect instruction to Lessee students. ● Long and short-term planning addressing individual needs of students. ● Evaluating students' progress. ● Teaching an individualized approach per the Lessee's Charter Petition. ● Providing an inviting, exciting, and innovative learning environment to students. ● Serving as advisors to students.

Position	Regional Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support a team of teachers in navigating challenges that arise in their work, including parent communication, intervention, and non-compliance ● Provide leadership and clear communication of expectations to assist teachers with meeting assigned deadlines, compliance, and school culture ● Host monthly in-person team meetings and hold office hours as needed ● Proactively address any concerns regarding teacher performance and discuss opportunities for improvement

Position	Teacher Trainer
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Provide initial training and support to new teachers ● Hold regular office hours to support new teachers ● Meet monthly with Mentor Teachers to offer support, problem-solve, and collaborate <u>to support teachers and students</u>

Position	Mentor Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Meet with their assigned HST on a regular basis to cultivate a mentorship relationship and to provide ongoing support as the HST learns the responsibilities of the position ● Answer questions and assist with tasks as needed throughout the school year, including master agreements, attendance, AWRs, work samples, YET, etc. ● Review HST's work records and other compliance documents as necessary, providing feedback and coaching ● Proactively offer weekly support to HST in prioritizing work, organization, and efficiency ● Provide guidance to HST on questions that arise with student and family support, compliance, etc.

Position	Handbook Manager
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Organize the information in the HST Handbook in a user-friendly format ● Maintain the HST Handbook to ensure accuracy of information and active links ● Update the Handbook with new information as requested by the leadership team and/or department heads.

Position	JHVA Program Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Create, implement, and oversee Junior High Virtual Academy ● Interview, hire, and support teachers ● Observe and evaluate teacher performance ● Respond to parent questions/concerns ● Work with student support, SPED, and ELL coordinators to create a plan to serve sub-groups ● Meet with ADs/Directors as needed to discuss each of the schools' needs

Position	JHVA Lead Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Assist JHVA Coordinator with all duties and responsibilities outlined in Coordinator Job Description as needed ● Support and train JHVA teachers ● Provide live, virtual instruction twice per week for one class (totaling 2 hours) and virtual office hours twice per week (totaling 2 hours) ● Complete all duties for selected course as outlined in the JHVA Teacher job description

Position	JHVA Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Provide live, virtual instruction twice per week for each class (totaling 4 hours) and virtual office hours twice per week (totaling 2 hours) ● Plan engaging lessons and activities aligned to California State Standards ● Maintain current grades in the Schoology platform; monitor and share student progress with HST, parent, and student weekly ● Provide additional support as needed for struggling students or those identified as SPED/504/ELL ● Attend monthly JHVA team meetings and trainings

Position	Education Specialist (Special Education Teacher)
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Develop Initial, Interim, Annual, Triennial Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program. ● Schedule and prepare all materials for IEP meetings. ● Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education related services. ● Maintain special education records to meet compliance guidelines. ● Teach Specialized Academic Instruction (SAI) classes to caseload to ensure successful progress toward student's IEP goals.

Position	Special Education Program Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Attends and serves as an admin designee to determine the continued eligibility of a student for the special education program for all level 2 IEPs ● Provide direct and indirect coaching support to general education, special education, and parents ● Conduct bi-weekly caseload checks with assigned teachers and hold 1-hr open office hours 2x weekly: morning/afternoon ● Monitor SEIS regularly by reviewing the dashboard, reports, and service tracker for special education compliance and provide technical support ● Every Program Specialist will have a focus area that they support the region with.

Position	Special Education School Psychologist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Draft and send Assessment Plans ● Casemanage virtual and in-person assessments/assessors ● Conduct in-person assessments ● Review all assessment reports ● Write assessment report ● Attend IEE meetings ● <u>Attend contentious/challenging assessment IEP meetings</u> ● <u>Provide psychology services to students in accordance with IEP's.</u>

Position	School Nurse
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Perform vision and hearing screenings for special education and general education students ● Complete Health Assessments ● Complete Health Care Plans ● Train staff on Health Care Plan implementation ● Attend IEP meetings ● Plan and hold Health Screening Events

Position	Special Education Assistant Director
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Provide leadership in developing, implementing, evaluating and revising €charter <u>school</u> programs and services as assigned by the Director of Special Education. ● Supervise and evaluate classified and certificated staff as assigned by the

	<p>Director of Special Education.</p> <ul style="list-style-type: none"> ● Provide supervision, consult and information regarding laws, policies and procedures to program specialists and departmental staff. ● Admin. Designee for Lv 3 IEPs (contentious/challenging IEP meetings in which Program Specialists need more support or advocate/attorneys are involved)
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Position	Director of Special Education & Student Support
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Administrator for the Special Education Department ● Administrator for the Student Support Department ● Supervise staff in both departments ● SELPA Representative ● <u>Oversee</u> Handle all special education legal cases ● Oversee SELPA and CDE reporting

Position	Special Education Assessment Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Process incoming parent, teacher, IEP team assessment requests ● Assign assessors to students ● Ensure assessment completion

Position	Special Education Services Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Send NPA contracts ● Send ISA's ● Assign services to providers ● Send IEE ISA's/Contracts

Position	Special Education SEIS Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Coordinates with internal staff and outside school districts on incoming and student withdraws ● Monitors SELPA mandated timelines and coordinates with Case Managers to ensure compliance ● Maintains SEIS records including eligibility changes to ensure accuracy of information

	<ul style="list-style-type: none"> Manages and supports SEIS user accounts, correcting data and log-in errors as needed
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Position	Special Education Office Manager/Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Assists with upkeep of department websites, shared drives, and public documents Maintains daily office logistics of Classified staff and office equipment Works closely with the Director of Special Education on invoices, orders, inventory, SELPA reporting and annual projects Answer SpEd's <u>Special Education</u> general email accounts and phone lines Coordinates IEP scheduling with Case Managers

Position	Special Education Records Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Maintains and updates student hardcopy records in a categorical filing system Provides student files for internal staff and outside school districts with incoming and student withdraws Ensures compliance of CDE timelines in regards to SpEd records Coordinates with SpEd staff, Enrollment, GE Records, Pathways and SEIS teams to ensure accuracy of student data across multiple departments

Position	Special Education AT/Low Incidence Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Keeps a database of low incidence purchases and order tracking Maintains records on low incidence and assistive tech. invoices, student documentation, and price listings Update budget including credits, returns and receipts for accounting purposes Collaborates with Case Managers, IT, Curriculum and Enrichment teams to ensure prompt delivery of items

Position	Intervention- Speech Language Pathologist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Provides General Education Speech and Language Response to Intervention (RtI) to students and serves as a member of the Support Team and will collaborate as well as consult with the team members.

	<ul style="list-style-type: none"> ● Assist in development of MTSS, develop and implement a speech and language RtI program. ● Develop and implement a progress monitoring systems and the analysis of student outcomes; ● Serve as a member of Student Study teams, utilizing expertise in language, its disorders, and treatment; ● Consult with teachers to meet the needs of students in initial RtI tiers with a specific focus on the relevant language underpinnings of learning and literacy
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Position	Intervention Coordinator-Math
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● The Student Support Intervention Coordinator- serves as a subject expert by organizing and implementing Math intervention for all participating schools. The Coordinator works with the Homeschool Teacher (HST), parents, students, and all other academic staff within our schools that support students. ● The Coordinator organizes, develops, and maintains curriculum and direct instruction for intervention via a virtual platform. Also, the Coordinator will provide data for follow up SST and 504 meetings and communicate with parents, teachers, staff regarding progress, or further assessments needed. The Coordinator may also assist general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies.

Position	Intervention Coordinator-Reading
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● The Student Support Intervention Coordinator- serves as a subject expert by organizing and implementing Reading intervention for all participating schools. The Coordinator works with the Homeschool Teacher (HST), parents, students, and all other academic staff within our schools that support students. ● The Coordinator organizes, develops, and maintains curriculum and direct instruction for intervention via a virtual platform. Also, the Coordinator will provide data for follow up SST and 504 meetings and communicate with parents, teachers, staff regarding progress, or further assessments needed. The Coordinator may also assist general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies.

Position	Student Support Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Coordinates and leads SST meetings. The Coordinator works with the Homeschool Teacher (HST), parents, students and all other academic staff. The Coordinator holds meetings and follows up with SST meetings and communicates with parents, teachers, staff regarding progress or further assessments needed. The coordinator may also assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies. Implements and documents retention requests and processes for students requesting retention.

Position	504 Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> The 504 Coordinator serves as a specialist for the school by coordinating and leading 504 meetings. The Coordinator works with the Homeschool Teacher (HST), parents, students and all other academic staff. Holds meetings, documents and follows up with 504 meetings and communicates with parents, teachers, staff regarding progress or further assessments needed. The coordinator may also assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies. The Coordinator will follow the regulations associated with 504's and ensure accommodations are being met.

Position	Student Support Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> Support Student Service Coordinators with scheduling and tracking of 504 and SST meetings, planning, organizing and data analysis. Schedule SST/504 Meetings Provide materials to teachers and families as needed Assist with progress monitoring & data collection Maintain calendar of SST/504 meetings as well as timelines of follow up Maintain Department Calendars Communicate with teachers and parents regarding updates, meetings, etc. Assist Student Support, 504 and Intervention Coordinators as needed Assist teachers with questions Assist in preparing teacher and parent presentations Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics)

	<ul style="list-style-type: none"> ● Set up and maintenance of all Tier 1 programs (ie: Reading Horizons, Learning Ally, MathSeeds, Reading Eggs, etc.) ● Communicates with HST's regarding T1 programs and department inquiries.
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Position	Program Specialist and Students in Crisis Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● The Student Support Program Specialist supports SST and 504 Coordinators with exceptional cases and helps to facilitate Special Education referrals that originate with the Student Support Team. The SSPS also coordinates Students in Crisis support for students and their families so that students may maintain safety, and access to education as they work through difficult periods in their lives. ● Educates, builds and maintains SEL website for all schools

Position	Coordinator Student Support and Intervention
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Develop, implement and evaluate schools MTSS/RTI and intervention programs and assists in coordinating and directing internal Intervention operations. Provide leadership to the Support Coordinators, the Support Intervention coordinators, and the School Staff to develop and implement intervention curriculum, assessment, professional learning activities, and English Learner programs. Supervise and evaluate all MTSS/RTI Support Coordinators ELA/Math. This person supports the School Principal by assisting with administrative functions, participates in overall School planning, decision making, and operation, and performs special duties as may be assigned by the Principal. ● Manages, coordinates and implements the retention process for all schools.

Position	Regional Community Connections Coordinator (RCC)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> - Oversee regional group of Community Coordinators - Provide support, information and ideas to Regional Community Connections team

	<ul style="list-style-type: none"> -Promote community among teachers and families - Meet with community connections team on a regular basis - Foster an environment of creative thinking and cohesive team effort -Respond to requests and correspondence from teachers, families and community representatives in a timely manner
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Position	Community Connections Coordinator (CC)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Plan and implement family events and community service opportunities in assigned region either virtually or in person • Promote community among teachers and families • Plan approximately 3 events per month • Foster an environment of creative thinking and cohesive team effort • Respond to requests and correspondence from teachers, families and community representatives in a timely manner

Position	Enrichment & Curriculum Support Specialist
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Provide direct support to assigned Assistant Director and other staff members in the Secondary Approval Process and Enrichment Department • Evaluate and make recommendations on the appropriateness of items for students that have been deemed outside of the normal enrichment guidelines • Communicate changes in policies and procedures regarding the Secondary Approval Process and Enrichment Guidelines with the local Enrichment Team • Support administrators, HSTs, and/or families with curriculum and enrichment questions, choices, options, and policies and procedures • Communicate relevant curriculum and enrichment information with HSTs and families via North News, Monday Memos, appropriate websites, and social media channels

Position	Vendor Relations Coordinator
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● First line of communication for all vendors for the North Schools<u>Schools</u>. ● Manage and update vendor lists. ● Evaluate prospective vendors for school principal approval. ● Review and approve vendor applications. ● Develop new vendors in growing communities. ● Ensure approved vendors provide educational services appropriate for student development in career and technical education, physical education, and other extracurricular areas. ● Plan and implement a vendor support program to include staff visits to vendor locations and response to complaints. ● Collaborate with regional teams to investigate vendor concerns. ● Point person for back-office vendor team.

Position	Assistant Director
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Oversee RC's, staff evaluations & help with staff and family situations ● Assemble and send out North News_- Weekly Newsletter ● Send out Staff Communications ● Help with Enrollment, Withdrawals, Student Assignments & manage Teacher Tracker ● Oversee Hiring/EdJoin, Employment Verification & work with HR ● Oversee Local Assignment Option & Credentialing ● Monitor PORs ● Time clock oversight PT ● Oversee and develop CTE ● Work with College Board for AP, PSAT and SAT/ACT ● Oversee HSVA Program & Academic Decathlon ● Oversee Teacher Training Program & Mentor Teacher Support ● RC Training & Support ● Professional Learning Communities ● Plan and implement HST Professional Development & Parent Education ● Manage HST Handbook ● Oversee Junior High Virtual Academy ● Work with Teacher Trainer & Mentor Teacher Team ● Coordinate All-Access Curriculum ● Oversee the EL Team, ELPAC Coordination & develop EL Plan ● Oversee the Testing Team: Renaissance 360 Management, CAASPP

	<p>Coordination</p> <ul style="list-style-type: none"> • Coordinate with Testing Support from Provenance • Oversee Enrichment Ordering, Order Exceptions/approvals • Enrichment: secondary approvals, policy, exceptions, training, updates, <u>and compliance support</u> • Vet, approve, and monitor Vendors • Manage vendor communication, finalize contracts • Multicultural, Diversity, & Inclusion • Meet with FLs, EOS, CC, NJHS/NHS, Field trips & events • Oversee Community Connections
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Position	Deputy Director (4 Schools Only)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Writing the SARC, LCaP with LLMF • Oversee charter material revisions & renewals • Organize Board meeting discussions/agenda/support • Work on Interim Audits & FCMAT support • Collaboration with Pathways & compliance • Attend FL weekly meetings • Work on Family/Student Handbooks, Safety Plans • WASC assistance • Participate in weekly SCO<u>E-county</u> calls & act as liaison with Supt. and County Office

Position	High School Academic & Counseling Coordinator
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Set High School Policy and maintain communication in all venues • Supervision of Guidance Counselors, Guidance Techs and Curriculum Positions • Legal compliance with all federal, state and private accrediting agencies • CTE resource development and integration

Position	High School Counselor
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Keep students, families, staff, and stakeholders informed of resources, high school requirements, and college and career information ● Host virtual and in-person high school information sessions for returning 8th grade families ● Create and host virtual and in-person information sessions regarding college applications, financial aid, social/emotional help, scheduling advice, career opportunities, concurrent enrollment ● Monitor graduation requirements and educational progress of each student ● Support Home School Teachers in scheduling students for success ● Advise students and families on the concurrent enrollment process, college admissions, and financial aid opportunities ● Work with Enrollment, School Accountability, Records, and CALPADS teams to ensure student information is accurate ● Support students in social/emotional matters

Position	Guidance Tech
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Transcript maintenance ● Manage Master Student Roster ● Ensure accurate record keeping across all platforms

Position	Academic Decathlon Teacher (Stipend)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Runs the Academic Decathlon Program for all schools ● Manage classes and curriculum ● Attend Acadec events

Position	Administrative Assistant (4 schools)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Work directly with the Principal managing daily tasks. ● Provide secretarial assistance to the pPrincipal by relieving him or her of administrative tasks such as composing, typing and editing letters and bulletins ● Managing google calendars ● Maintain school policies and procedures. ● Help organize details for meetings ● Pick up mail from authorizer & PO Box every week ● Editing & Pproofreading emails, paperwork ● Create letterhead for each school and one with all 5 schools ● Help with events (graduation, PD's, homeschool showcase) ● Approvals for Divvy, review check register ● Assist with board meeting prep

Position	Business/HR Manager (4 schools)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Day to day operations and activities of the Human Resources Department ● Advise applicants and employees regarding fingerprinting and tuberculosis clearance ● Wide variety of personnel related assignments, ie. records, databases ● Collect, verify and keep record time keeping information ● Prepare, input, and maintain employee information and personnel files ● Verify extra pay, stipend, and overtime approvals ● Maintain and update payroll records ● Resolve and respond to employee inquiries complaints and questions ● Verify attendance, hours worked, and pay adjustments ● Handle confidential files and audits ● Create and write contracts & Rate in new employees ● Handle all benefits setup, deletion, changes and open enrollment concerns ● Accounts payable processing verifications and approvals

Position	Business/HR Assistant (4 schools)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Assist HR/Business Manager in day to day operations ● Assist with record time keeping information ● Maintain and update payroll records ● Resolve and respond to employee inquiries complaints and questions ● Verify attendance, hours worked, and pay adjustments ● Handle confidential files and audits ● Create and write contracts & Rate in new employees ● Handle all benefits setup, deletion, changes and open enrollment concerns ● Accounts payable processing verifications and approvals

Position	EL Coordinator
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Hold a twice-monthly designee meeting via zoom to discuss questions, concerns, training and reminders ● HST education regarding EL services and ELPAC; including once-a-month Zoom training or office hours ● Monitor designee compliance ● Meet with ADs/Directors as needed to discuss each of the schools' needs ● Work with student support and language services to create a plan to <u>effectively</u> serve the EL-EL students <u>population</u> ● Plan and carry out Summative ELPAC testing ● Work with the SPED department to create a functioning plan to test SPED EL students

Position	EL Designee
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Administer the initial ELPAC test depending upon scope ● Check pathways twice a week, run a compliance report, add new EL enrollment

	<ul style="list-style-type: none"> • Classify students as an English Learner or English proficient (IFEP) after Initial ELPAC results are in & communicating results with HST • Making service plan to support the EL students and monitor the use of interventions • Maintain communication with HSTs to aid in supporting EL students • Complete RFEP monitoring monthly • After summative results come back RFEP eligible students • Attend IEP meetings to reclassify SPED EL students • Complete Annual Parent Notification and mail out to families • Assist in forming and maintaining an ELAC/DLAC • Provide structured English immersion class via Zoom 1x per week
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Position	Testing Coordinator
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Collaborate with the Testing Director regarding internal and state assessments • First line of testing support for teachers and regional coordinators • Coordinate teacher, student, and parent training for test administration • Attend state testing meetings as needed • Compile and organize testing data as needed • Train TLCs in test administration best practices and procedures • Create and implement testing calendars for the school year

Position	Family Liaison
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> • Serves as initial point of contact, “face” of our schools for prospective families • Serve as the voice and bridge for families with the schools • Provide platform for parent information and connection • Plans and manage all aspect of field trips • Assists Enrollment Team: creates smooth transition for families and HSTs • Monitor and maintain social media platforms to answer parent questions • Host weekly facebook live sessions to inform and build community • Partner with departments and programs throughout our school - Community Connections, Lending Library • Organize and host monthly and annual events: Park Days, Vendor & Curriculum Fair, Book Fairs, Enrichment Events

	<ul style="list-style-type: none"> ● Critical in educating families on the appropriate use of student planning amounts ● Create and distribute weekly communication with tips, events, commentary, resources ● Encourage, inform, and uplift, staff and families ● Develop and maintain HomeSchool Helper site - resource for families and staff ● Work closely with Admin to relay and response to concerns within the parent community and facilitate school-home communication ● Extensive understanding of vendors - assist vendors with social media posts and critical to cultivate positive relationships between schools, families, and vendors
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Position	Director of Operations (4 Schools Only)
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Collaborate with administrative team to support the annual strategic planning cycle -- including guiding progress review and reflection based on current year results, goal setting, and driving the scope and sequence of the budgeting process for input and approval from all necessary internal stakeholders ● Assist as needed in development of policy tools and infrastructure ● Support and collaborate on the development of new programs and events ● Ensure strong execution of operational plans such that the organization maximizes opportunities, meets its goals, and significantly grows opportunities for families and students, while building long-term overall sustainability ● Serve as an organizational culture leader, promoting our school values and infusing them into all aspects of the work ● Directly oversee staff at facilities and teams of classified staff ● Provide building admin support for all facilities (lease, utilities, build-out, building services, technology support, maintenance).

Position	High School Success Coordinator
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Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Answer HST questions on an on-call basis, including curriculum consultations ● IGP checks for 9th-11th graders ● High School Trainings in August, January and on-going ● Point of contact for school-managed outside curriculum options
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Position	High School Content Specialist
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Be available to support HSTs and/or families with high school content questions, course selections, curriculum choices and policies and procedures ● Write course descriptions, outlines, and a-g standards-based courses, following all necessary requirements and guidelines ● Serve as a content area expert for one or more core subject areas ● Assist with and participate in coordination and planning of community outreach and teen-centric events in the region ● Point of contact for school-managed outside curriculum options

Position	Community Liaison
Description of Services	<p><u>Duties and responsibilities include, but are not limited, to:</u></p> <ul style="list-style-type: none"> ● Identify homeless and foster youth through enrollment and proof of residency documentation ● Obtain a list of resources available to families from local and state agencies. These may include: <ul style="list-style-type: none"> ○ Food service/distribution ○ Transportation ○ Technology Access ○ Housing/shelter resources ○ Medi-cal info ○ Social-Emotional support ● Update and maintain website with information for families that may qualify for programs ● Communicate regularly with HSTs to ensure awareness of programs available

As detailed in Attachment C, For the instructional shared personnel defined above, the allocation of cost per school will be determined in one of three ways described in attachment C:

Category 1: Allocation by sStudent eCount sServed dDirectly (e.g., fee charged to School on a per-student served basis)

Category 2: Allocation by Total ADA.

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

<u>Party</u>	<u>Total ADA</u>	<u>Allocation</u>
<u>Clarksville Charter School</u>	<u>1158</u>	<u>.22 (22%)</u>
<u>Feather River Charter School</u>	<u>1091</u>	<u>.21 (21%)</u>
<u>Lake View Charter School</u>	<u>434</u>	<u>.08 (8%)</u>
<u>The Cottonwood School</u>	<u>2425</u>	<u>.47 (47%)</u>
<u>Winship Community School</u>	<u>107</u>	<u>.02 (2%)</u>

Category 3: Allocation by nNumber of sStudents in a pParticular gGroup

<u>Party</u>	<u>SPED Enrollment</u>	<u>Allocation</u>
<u>Clarksville Charter School</u>	<u>108</u>	<u>.22 (22%)</u>
<u>Feather River Charter School</u>	<u>118</u>	<u>.24 (24%)</u>
<u>Lake View Charter School</u>	<u>46</u>	<u>.09 (9%)</u>
<u>The Cottonwood School</u>	<u>215</u>	<u>.43 (43%)</u>
<u>Winship Community School</u>	<u>10</u>	<u>.02 (2%)</u>
<u>Party</u>	<u>Student Support Enrollment (Based on Total ADA)</u>	<u>Allocation</u>
<u>Clarksville Charter School</u>	<u>1158</u>	<u>.22 (22%)</u>
<u>Feather River Charter School</u>	<u>1091</u>	<u>.21 (21%)</u>
<u>Lake View Charter School</u>	<u>434</u>	<u>.08 (8%)</u>
<u>The Cottonwood School</u>	<u>2425</u>	<u>.47 (47%)</u>
<u>Winship Community School</u>	<u>107</u>	<u>.02 (2%)</u>
<u>Party</u>	<u>High School Enrollment</u>	<u>Allocation</u>
<u>Clarksville Charter School</u>	<u>248</u>	<u>.24 (24%)</u>

<u>Feather River Charter School</u>	<u>268</u>	<u>.26 (26%)</u>
<u>Lake View Charter School</u>	<u>51</u>	<u>.05 (5%)</u>
<u>The Cottonwood School</u>	<u>450</u>	<u>.44 (44%)</u>
<u>Party</u>	<u>4 Schools Enrollment</u>	<u>Allocation</u>
<u>Clarksville Charter School</u>	<u>1158</u>	<u>.42 (42%)</u>
<u>Feather River Charter School</u>	<u>1091</u>	<u>.39 (39%)</u>
<u>Lake View Charter School</u>	<u>434</u>	<u>.15 (15%)</u>
<u>Winship Community School</u>	<u>107</u>	<u>.04 (4%)</u>

~~Following formula is used to determine the Allocation: Lessee schools shall be charged based on the number of students served by each Shared Personnel, the allocation method agreed upon for each position as shown below herein and in Attachment C. The amount charged will be the percentage of the total cost per employee per student is \$INSERT AMOUNT—e.g., this was \$291 last year. The amount charged will be the percentage of the total cost per Shared Personnel.~~

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

1. First Assessment for Category 2 Personnel. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.
2. Second Assessment for Category 2 Personnel Shared by ADA. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's ADA as of that date, and any resulting adjustments shall be effective as of January 1.
3. Assessment for Category 3 Personnel. Enrollment for the Category 3 specific student groups described above will be updated each month at the snapshot, and each Party's share of costs for the upcoming month will be updated accordingly.

ATTACHMENT B

SHARED PERSONNEL TRACKING

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

ATTACHMENT C

Total Estimated Costs

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

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

INSTRUCTIONAL SERVICES:

Position	Shared Personnel Costs
[INSERT TEACHER POSITION/NAME]	[INSERT COSTS]
[INSERT TEACHER POSITION/NAME]	[INSERT COSTS]

OTHER EDUCATIONAL SERVICES:

Position	Shared Personnel Costs
[INSERT POSITION/NAME]	[INSERT COSTS]
[INSERT POSITION/NAME]	[INSERT COSTS]

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
WINSHIP	Total Salary Per Month	TCS %	CV %	LV %	WIN %	FR %	Notes
HST1 -W	\$6,772						
HST2- W	\$7,436						
HST3 - W	\$6,252						
HST4 - W	\$6,252						
SPED1 - W	\$7,613						no students to factor
CLASS 1-W	\$0	0	0	0	100	0	NO STUDENTS / part time hourly
CLASS 2-W	\$0	0	0	0	100	0	NO STUDENTS / part time hourly
LAKEVIEW	Total Salary Per Month	TCS %	CV %	LV %	WIN %	FR %	Notes
ADMIN 2- L	\$11,809	42	22	15	0	21	This AD percentages are altered from ADA due to extra focus
HST1- L	\$7,405						
HST2-L	\$7,685						
HST3-L	\$7,354						
HST4-L	\$9,559						
HST5-L	\$7,811						
HST6-L	\$7,399						
HST7-L	\$7,103						
HST8-L	\$7,029						
HST9-L	\$7,689						
HST10-L	\$8,540						
HST11-L	\$7,442						
HST12-L	\$9,643						
HST13-L	\$6,269						
HST14-L	\$6,252						
HST15-L	\$6,352						
HST16-L	\$7,504						
HST17-L	\$6,428						
HST 18-L	\$6,930						
SPED 1-L	\$9,750						no students to factor
SPED 2-L	\$7,417						no students to factor
SPED 3-L	\$8,271						no students to factor
PT HST1-L							part time - verified by student count monthly

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
PT HST2-L							part time - verified by student count monthly
PT HST3-L							part time - verified by student count monthly
CLASS 1-L	\$4,354	0	0	100	0	0	no students to factor
CLASS 2-L	\$4,563	47	22	8	2	21	no students to factor
CLASS 3-L	\$4,001	47	22	8	2	21	no students to factor
CLARKSVILLE	Total Salary Per Month	TCS %	CV %	LV %	WIN %	FR %	Notes
ADMIN 2-C	\$17,092	43	22	9	2	24	no students to factor
ADMIN 3-C	\$12,151	47	22	8	2	21	
ADMIN 4-C	\$13,551	0	30	10	25	35	
ADMIN 5-C	\$12,386	44	24	5	0	26	
ADMIN 6-C	\$11,788	47	22	8	2	21	
ADMIN 7-C	\$9,629	0	25	25	25	25	no students to factor
COUNSELOR-C	\$7,771	44	24	5	0	26	
HST1-C	\$6,586						
HST2-C	\$8,750						
HST3-C	\$9,237						
HST4-C	\$7,459						
HST5-C	\$6,606						
HST6-C	\$10,578						
HST7-C	\$9,719						
HST8-C	\$7,463						
HST9-C	\$8,956						
HST10-C	\$8,190						
HST11-C	\$7,422						
HST12-C	\$8,750						
HST13-C	\$9,961						
HST15-C	\$6,256						
HST16-C	\$7,745						
HST17-C	\$6,252						
HST18-C	\$6,252						
HST19-C	\$8,029						
HST20-C	\$7,030						

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
HST21-C	\$6,662						
HST22-C	\$7,354						
HST23-C	\$7,403						
HST24-C	\$7,456						
HST25-C	\$6,252						
HST26-C	\$6,402						
HST27-C	\$6,881						
HST28-C	\$7,749						
HST29-C	\$7,324						
HST30-C	\$7,452						
HST31-C	\$8,630						
HST32-C	\$8,344						
HST33-C	\$6,668						
HST34-C	\$7,972						
HST35-C	\$7,442						
HST36-C	\$9,679						
HST37-C	\$8,925						
HST38-C	\$8,587						
HST39-C	\$6,248						
HST40-C	\$8,685						
HST41-C	\$7,463						
HST42-C	\$8,971						
HST43-C	\$6,647						
SPED 1-C	\$7,382						no students to factor
SPED2-C	\$8,334						no students to factor
SPED3-C	\$6,511						no students to factor
SPED4-C	\$7,967						no students to factor (ON LEAVE 10/16/20 FWD)
SPED5-C	\$8,789						no students to factor
SPED6-C	\$6,893						no students to factor
SPED7-C	\$11,211						no students to factor (NEW HIRE 10/01/20)
SPED8-C	\$8,326						no students to factor
PT HST1-C							part time - verified by student count monthly

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
PT HST2-C							part time - verified by student count monthly
PT HST3-C							part time - verified by student count monthly
PT HST4-C							part time - verified by student count monthly
PT HST5-C							part time - verified by student count monthly
PT HST6-C							part time - verified by student count monthly
PT HST7-C							part time - verified by student count monthly
PT HST8-C							part time - verified by student count monthly
CLASS 1-C	\$6,206	0	42	15	4	39	no students to factor
CLASS 2-C	\$6,309	0	80	4	1	15	no students to factor
CLASS 3 -C	\$5,059						no students to factor
CLASS 4-C	\$5,712	47	22	8	2	21	no students to factor
CLASS 5-C	\$6,773	47	22	8	2	21	no students to factor
CLASS 6 -C	\$5,271						no students to factor
CLASS 7 -C	\$4,167	0	42	15	4	39	no students to factor
FEATHER RIVER	Total Salary Per Month	TCS %	CV %	LV %	WIN %	FR %	Notes
ADMIN1-F	\$16,523	0	42	15	4	39	no students to factor
ADMIN2-F	\$11,792	47	22	8	2	21	
ADMIN3-F	\$12,484	43	22	9	2	24	
HST1-F	\$7,756						
HST2-F	\$6,402						
HST3-F	\$7,716						
HST4-F	\$7,358						
HST5-F	\$6,268						
HST6-F	\$7,749						
HST7-F	\$7,504						
HST8-F	\$8,767						
HST9-F	\$6,555						
HST10-F	\$6,776						
HST11-F	\$8,519						
HST12-F	\$7,380						
HST13-F	\$7,079						
HST14-F	\$7,382						

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
HST15-F	\$6,272						
HST16-F	\$6,901						
HST17-F	\$7,058						
HST18-F	\$6,659						
HST19-F	\$6,568						
HST20-F	\$7,393						
HST21-F	\$9,734						
HST22-F	\$6,913						
HST23-F	\$8,972						
HST24-F	\$7,235						
HST25-F	\$8,544						
HST26-F	\$6,252						
HST27-F	\$9,944						
HST28-F	\$7,220						
HST29-F	\$9,112						
HST30-F	\$7,652						
HST31-F	\$7,713						
HST32-F	\$6,252						
HST33-F	\$6,252						
SPED1-F	\$10,985						
SPED2-F	\$7,732						
SPED3-F	\$6,485						
SPED4-F	\$7,960						
SPED5-F	\$7,668						
SPED6-F	\$7,562						
SPED7-F	\$8,291						
SPED8-F	\$8,251						
PT HST1-F							part time - verified by student count monthly
PT HST2-F							part time - verified by student count monthly
PT HST3-F							part time - verified by student count monthly
PT HST4-F							part time - verified by student count monthly
PT HST5-F							part time - verified by student count monthly

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
PT HST6-F							part time - verified by student count monthly
PT HST7-F							part time - verified by student count monthly
PT HST8-F							part time - verified by student count monthly
PT HST9-F							part time - verified by student count monthly
PT HST10-F							part time - verified by student count monthly
PT HST11-F							part time - verified by student count monthly
Class1-F	\$6,076	0	25	25	25	25	no students to factorno students to factor
Class2-F	\$4,615						no students to factor
Class3-F	\$4,001						no students to factor
Cottonwood	Total Salary Per Month	TCS %	CV %	LV %	WIN %	FR %	Notes
HST1	\$8,160						
HST2	\$7,977						
RC3	\$11,427						
HST3	\$8,811						
HST4	\$8,993						
Sped1	\$9,610						
HST5	\$11,759						
Sped2	\$9,315						
HST6	\$8,134						
HST7	\$7,977						
HST8	\$8,160						
Sped3	\$9,021						
Sped4	\$10,239						
HST9	\$11,361						
HST10	\$7,977						
Sped5	\$9,971						
HST11	\$7,977						
Sped6	\$9,248						
HST12	\$7,977						
HST13	\$7,977						
HST14	\$8,347						
HST15	\$7,977						

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
HST16	\$9,096						
HST17	\$8,993						
HST18	\$7,977						
HST19	\$8,686						
Sped7	\$10,580						
HST20	\$8,811						
HST21	\$7,977						
Sped8	\$10,846						
RC4	\$10,942						
HST22	\$7,977						
HST23	\$8,347						
Sped9	\$8,192						
RC5	\$10,521						
HST24	\$10,624						
HST25	\$8,811						
Sped10	\$8,297						
HST26	\$9,096						
HST27	\$8,160						
HST28	\$9,785						
HST29	\$9,082						
HST30	\$10,922						
HST31	\$7,977						
HST32	\$7,977						
Sped11	\$10,929						
HST33	\$8,772						
Sped12	\$10,568						
SST COOR 1	\$11,797						
HST34	\$8,347						
HST35	\$7,977						
HST36	\$10,922						
Sped13	\$10,054						
HST37	\$11,755						

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
HST38	\$9,015						
HST39	\$10,772						
HST40	\$8,811						
HST41	\$8,908						
HST42	\$7,977						
HST43	\$8,811						
HST44	\$12,592						
HQT 1	\$7,978						
HST45	\$9,096						
HST46	\$8,811						
HST47	\$8,160						
HST48	\$7,977						
HST49	\$9,015						
HST50	\$7,977						
HST51	\$7,977						
Sped14	\$11,834						
Sped15	\$8,302						
Sped16	\$9,376						
Sped17	\$10,846						
HST52	\$7,977						
HST53	\$10,527						
HST54	\$10,527						
Sped18	\$8,631						
HST55	\$7,977						
HST56	\$9,433						
HST57	\$8,160						
HST58	\$7,977						
HST59	\$9,433						
HST60	\$8,694						
HST61	\$7,977						
HST62	\$8,772						
HST63	\$8,385						

All Staff	MONTHLY SALARY	0-100%	0-100%	0-100%	0-100%	0-100%	Staff marked light orange calculations will come from the RC Workbook
		TCS %	CV %	LV %	WIN %	FR %	Staff marked light green calculations will come from the SPED Workbook
HST64	\$11,361						
Sped19	\$8,895						
HST65	\$8,160						
HST66	\$9,783						
HST67	\$7,977						
HST68	\$8,811						
HST69	\$9,783						
HST70	\$4,018						
HST71	\$4,274						
HST72	\$5,012						
HST73	\$3,620						
HST74	\$4,784						
HST75	\$4,018						
RC6	\$11,929						
NURSE 2	\$11,908						
Sped20	\$11,750						
Sped21	\$6,932						
Sped22	\$6,955						
TECH 1	\$8,829						
Sped 24	\$5,974						
Admin1	\$15,029	62	16	5	1	16	
Family Liaison	\$7,202	100	0	0	0	0	
Sped23	\$6,722						
Counselor1	\$9,830	44	24	5	0	26	
HQT 4	\$10,082	47	22	8	2	21	
Sr. Lead SLP 1	\$13,471						
Intervention Coor	\$11,294						
RC 1	\$10,910						
JHVA1	\$8,160						
RC 2	\$11,363						
EL Coor	\$10,772						
Nurse 1	\$10,869						

[illegible]

Cover Sheet

Employee Handbook 2020-2021

Section: IV. Operations
Item: A. Employee Handbook 2020-2021
Purpose: Vote
Submitted by:
Related Material: Draft The Cottonwood School Handbook 20-21 Revised.pdf

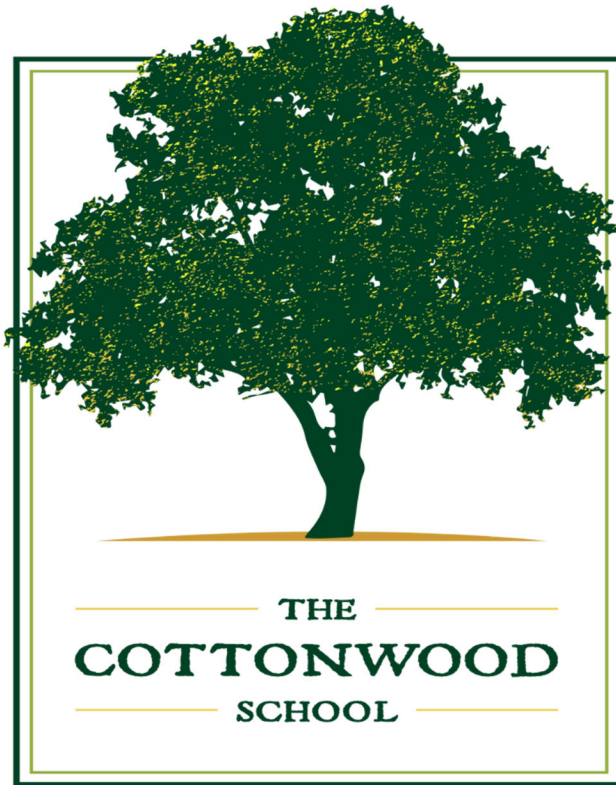
BACKGROUND:

Changes include:

1. Time off accrual for to apply to all full-time administrative, classified, and certificated staff on page 36
2. Removal of for example list related to Personal Necessity Leave on page 44
3. Phrasing for school email communication on page 49

RECOMMENDATION:

Recommendation to approve the Employee Handbook for 2020-2021 with the redlined changes to replace any and all previous Employee Handbooks and or related policies covered therein including any Leave of Absence Policies.



The Cottonwood School Employee Handbook

2020-2021

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

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INTERNAL COMPLAINT FORM

SECTION 1 – WELCOME

Welcome to The Cottonwood School!

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

This Handbook has been written to provide you with an overview of TCS, its personnel policies and procedures, and your benefits as a TCS employee.

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

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

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

No supervisor or other representative of TCS except the Executive Director or designee, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We shall endeavor to inform you of any changes as they occur.

We welcome you and wish you great success and fulfillment at TCS.

SECTION 2 – PHILOSOPHY

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

CORE VALUES

The following three (3) core values are what distinguish TCS from other schools:

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

PERMISSION-TO-PLAY VALUES

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

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

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

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

School-wide Learning Outcomes

All students at TCS strive to achieve the School-wide Learning Objectives (SLOs). Each year, TCS will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. TCS students will be:

1. Technologically proficient and will:

- a. Develop media literacy to analyze different information outlets and their influences.
- b. Navigate various online platforms and participate in virtual discussion.
- c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
- d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. Critical thinkers who will:

- a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
- b. Problem-solve through questioning, making inferences, predicting, and hypothesizing.
- c. Apply learned skills to new situations or problems.
- d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
- e. Focus on learning state-adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments. (CAASPP, STAR 360).

3. Effective communicators who will:

- a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
- b. Articulate thoughts, rationale and logic with confidence in oral presentation.
- c. Present work using a variety of media, including drawing, writing, short speech, or digital media.
- d. Contribute effectively in collaborations during class, office hour discussions, and class discussion forums.

4. Responsible and self-directed citizens who will:

- a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
- b. Demonstrate integrity and respect within the academic and personal setting.
- c. Become active members of the community through community service and volunteering.
- d. Be cognizant of local and global issues.

SECTION 3 – CONDITIONS OF EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

TCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. TCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. TCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

POLICY PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION

TCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. TCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

TCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When TCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. TCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

TCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

- o Rape, sexual battery, molestation or attempts to commit these assaults and
- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate TCS policy.

AT-WILL EMPLOYMENT

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

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

OPEN COMMUNICATION POLICY

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

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

PUBLIC RELATIONS

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

Below are several things employees can do to help leave people with a good impression of TCS.

These are the building blocks for our continued success:

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

WHISTLEBLOWER POLICY

TCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of TCS policy, specifically the policies contained in this Handbook.

An employee who wishes to report a suspected violation of law or TCS Policy may do so by contacting the Executive Director or Principal.

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

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

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

IMMIGRATION LAW COMPLIANCE

TCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, TCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

CREDENTIAL REQUIREMENTS

Employees who are a credentialed team member must provide copies of their credential, official transcripts, and/or test scores prior to their first day of actual work. Failure to provide these documents may delay an employee's ability to begin work.

Employees are responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both the Executive Director and the School with verification of renewals. Failure to provide these updated

documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

RESIDENCY REQUIREMENTS

All TCS employees are required to live and reside in California, in the region where students are served. Employees are not permitted to work for TCS while out of the state of California, unless on a pre-approved basis.

TUBERCULOSIS TEST

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director.

CHILD ABUSE AND NEGLECT REPORTING ACT

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon

as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

TCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

CONFIDENTIAL INFORMATION

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

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. During the course of employment, employees will have access to and become familiar with various trade secrets and confidential information that are owned by the School. Employees shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During employment with the School, employees will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during their employment.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or

co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems. Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Principal or Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

If employees have any questions regarding whether an action or proposed course of conduct would create a conflict of interest, they should immediately contact the Principal to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to TCS's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

SECTION 4 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

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

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

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of applicable law. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities, and may be expected to work before and after regular School hours and on the weekends. Exempt employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Nonexempt

This category includes all regular employees who are covered by certain wage and hour provisions of applicable law. Nonexempt employees are entitled to overtime and double time pay, as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are nonexempt. Additionally, most Classified staff are typically nonexempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are either B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by TCS who do not primarily instruct students or require state certification, such maintenance, assistants and other operational employees. Full-time Classified employees are either A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether the employee works during the academic year or on an annual basis. The Executive Director or an employee's supervisor will assign individual work schedules. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis.

All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If an employee needs to modify their work schedule, they must request the change with the Principal or their supervisor. All schedule changes or modifications must be approved by the Executive Director.

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

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

WORKWEEK AND WORKDAY

TCS's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. TCS's standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day. Business hours are normally 8:30am – 5pm, Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Teachers are expected to complete their TCS employment duties from 8:30 a.m.-5:00 p.m. Monday-Friday, excluding holidays. However, exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each employee is critical to the School's success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If an employee is unable to report for work on any particular day, they must call their supervisor at least one (1) hour before the time they are scheduled to begin working for that day. If an employee calls in less than one (1) hour before their scheduled time to begin work, they will be considered tardy for that day. Employees must call in on any day they are scheduled to work and will not report to work absent extenuating circumstances. The School understands that in some cases, advance notice is not possible. In these cases, employees must notify their supervisor personally at the earliest possible moment. In some circumstances, employees may be required to provide verification of the reason or documentation for their absence.

More than three (3) instances of tardiness by a nonexempt employee or instructional employee during any twelve (12) month period is considered excessive. Any unexcused absence is considered excessive.

Employees who fail to report for work without any notification to their supervisor for a period of three (3) business days will be considered to have abandoned their job and voluntarily resigned their employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school-sponsored trainings that may be scheduled. While TCS understands that scheduling conflicts may arise, consistent tardiness, absenteeism or early departures from professional development may result in disciplinary action. In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, the employee MUST put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training. Failure to comply with this policy may result in disciplinary action.

When an employee attends a school-sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. For virtual attendance, Zoom registration/chat or signing in on a Google Doc will serve as attendance. For in-person meetings, attendance will be taken electronically or by physical sign-in sheets for the purpose of record keeping. These records will serve as the official roster of attendance.

TCS will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. Exempt employees may be required to attend training seminars that may be outside of TCS's normal business hours with no additional pay.

TIME RECORDS (NONEXEMPT)

Nonexempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and the employee's signature. Absences and overtime must be accurately identified on an employee's time record. Nonexempt employees are not allowed to work "off the clock." All time actually worked (including the use of laptops, computers, or cell-phones to check work email, voicemail or to send messages after hours) must be recorded on the employee's time record. Employees cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record.

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

OVERTIME PAY

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. TCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. TCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

LACTATION ACCOMMODATION POLICY

TCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

TCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

MEAL AND REST PERIODS (NONEXEMPT EMPLOYEES)

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and TCS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

PAYDAYS

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

A written, signed authorization is required for mail delivery or for delivery of an employee's paycheck to any other person. If an employee has automatic deposit for their paycheck, their funds will be deposited to the financial institution they requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to an account before the employee's actual "payday," the School is not responsible for automatic payments or withdraws dated prior to the actual payday and employees should not depend on early deposits of their pay.

If a wage garnishment order is received by TCS for any employee, the School is obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or the Principal as soon as possible.

PAYROLL WITHHOLDINGS

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

If an employee believes an error has been made in his or her pay or deductions, TCS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors as soon as possible.

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

SECTION 5 – PERSONNEL EVALUTION AND RECORDKEEPING

PERFORMANCE EVALUATIONS

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

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

Teachers:

At the start of each academic year, each Teacher will meet with their Supervisor to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by their Supervisor. The Supervisor will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TCS's charter, and standards for teaching performance developed by the Executive Director, the TCS's Board of Directors, and/or other TCS staff. In addition to these more formal performance evaluations, TCS encourages employees and their supervisor to discuss the employee's job performance on an ongoing basis.

Classified Staff:

Formal evaluations are generally held once each year. Employees will be provided a copy of the evaluation tool and will do a self-evaluation as part of the process. The employee's supervisor may schedule the evaluation time in advance so that the employee is prepared for the process. In addition to these more formal performance evaluations, TCS encourages employees and their supervisor to discuss an employee's job performance on an ongoing basis.

PERSONNEL FILES

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. TCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

SECTION 6 – LEAVES

FAMILY CARE AND MEDICAL LEAVE

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the threshold is five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.
- 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- 5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
 - 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 - 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 - 3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
 - 4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week,

the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick and vacation leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA/CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

TCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
 2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

PREGNANCY DISABILITY LEAVE

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation and sick leave accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

TCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. TCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen [15] days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
 - Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with TCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

PAID PARENTAL LEAVE

TCS shall provide up to four (4) weeks of paid parental leave to all regular, full-time, and exempt employees following the birth of an employee's child, or the placement of a child with an employee in connection with adoption or foster care. Temporary, substitute, part-time, and nonexempt employees, as well as interns, are not eligible for Paid Parental Leave.

The purpose of paid parental leave is to provide all employees with the opportunity to bond with their child following the child's birth, adoption or foster care placement. This policy runs concurrently with FMLA/CFRA/PDL, as applicable, and provides wage replacement benefits only, not additional time off from work.

Paid parental leave must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care with the employee. Paid parental leave must be taken in one (1)

continuous period. Absent extenuating circumstances as determined by TCS, the School requires a minimum of thirty (30) days' notice for requests to take paid parental leave.

In cases of multiple births, adoptions or placements (e.g. the birth of twins or adoption of siblings), the four (4) week period of paid parental leave does not increase. Similarly, if both parents of the child are employed by the School, the parents, collectively, shall only be entitled to four (4) weeks of paid parental leave and may elect to distribute that time between them as appropriate.

If a holiday occurs while an employee is on paid parental leave, the holiday will be charged to holiday pay (if applicable to the employee) and will not extend the total paid parental leave entitlement.

Upon termination of employment, any unused Paid Parental Leave will not be paid out to an employee.

MILITARY AND MILITARY SPOUSAL LEAVE OF ABSENCE

TCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, TCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

TCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the

employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

INDUSTRIAL INJURY LEAVE (WORKERS' COMPENSATION)

TCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. TCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

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

BEREAVEMENT LEAVE

Full-time employees are entitled to three (3) days of paid bereavement leave due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). For travel to a funeral over five hundred (500) miles away from the full-time employee's home, five (5) days of paid bereavement leave will be provided. Bereavement leave pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

JURY DUTY LEAVE

TCS will pay for up to five (5) days if an employee is called to serve on a jury or as a witness. In addition, for exempt employees who continue to perform work duties as assigned during jury duty, the School will continue to pay that employee during their jury duty.

TIME OFF TO VOTE

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

SCHOOL APPEARANCE AND ACTIVITIES LEAVE

As required by law, TCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian

is an employee of TCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

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

This leave is unpaid but the employee may choose to use available sick or vacation. Employees will not be discharged or discriminated/retaliated against because of an absence protected by this law.

VICTIMS OF ABUSE LEAVE

TCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide TCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide TCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, TCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

ADULT LITERACY LEAVE

TCS will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education, although employees may utilize accrued/unused vacation. If employees do not have any vacation available, they will be permitted to take the time off without pay.

BONE MARROW AND ORGAN DONOR LEAVE

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave. An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking

a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

DRUG AND ALCOHOL REHABILITATION LEAVE

TCS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in alcohol or drug rehabilitation programs, although employees may utilize accrued/unused vacation. If employees do not have any vacation available, they will be permitted to take the time off without pay.

This policy in no way restricts TCS's right to discipline an employee, up to and including termination of employment, for violation of TCS's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

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

CIVIL AIR PATROL LEAVE

TCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three (3) days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with TCS for ninety (90) days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of vacation under this policy.

RETURNING FROM LEAVE OF ABSENCE

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

SECTION 7 – BENEFITS

SCHOOL HOLIDAYS

The TCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

VACATION

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time administrative, ~~classified~~ and certificated employees are entitled to vacation terms based upon date of hire, length of service and status with the School. ~~Full-time~~ ~~classified~~ classified and certificated employees shall accrue ten (10) days of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) and teachers/program specialists shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two (2) weeks of August unless specifically authorized by the Executive Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of twenty (20) days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

UNPAID LEAVE OF ABSENCE

TCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

SICK LEAVE

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible full-time employees shall be credited with eighty (80) hours of sick leave at the beginning of each work year. All eligible part-time employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year.

New employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave carries over from year to year up to a cap of 160 hours. However, the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be

required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Personal Necessity Leave

Full-time employees who do not receive vacation (~~e.g., teachers, program specialists, etc.~~) may use up to forty (40) hours of sick leave in cases of personal necessity upon prior approval each work year. Personal necessity is defined as any of the following:

- Death or serious illness of a member of an employee's immediate family (this is in addition to Bereavement Leave);
- Accident involving an employee's person or property, or the person or property of a member of an employee's immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during the work hours; and
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the School and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment. Verification of personal necessity leave may be required upon return to work.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

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

Eligibility

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

Requests for Donations

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

Donations of Paid Leave

Employees who have more than twenty-four (24) hours of PSL and who wish to donate PSL to the School-sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are completely voluntary, and no adverse action will be taken against any employee who chooses not to donate PSL. Any donations of PSL shall be subject to the following procedures and restrictions:

1. Donating employees must maintain a minimum of twenty-four (24) hours of PSL after reducing their leave balance to provide the donation.
2. Employees may not donate more than forty (40) hours of PSL in a twelve (12) month period.
3. Voluntary donations of PSL are final upon submission of a signed PSL Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.

Valuation of Donated PSL

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

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by TCS. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by TCS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis. Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month.

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

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School and available for employees to purchase.

COBRA BENEFITS

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

TCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. TCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- TCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

SOCIAL SECURITY/MEDICARE

Full-time regular employee contributing to a retirement system (PERS/STRS) are not covered under Social Security. When such employees retire, or if they become disabled, they may receive a pension based on earnings from this job. If such employees are also entitled to a benefit from Social Security based on either their own work or the work of their spouse, or former spouse, their pension may affect the amount of the Social Security benefits they receive. Medicare benefits, however, will not be affected.

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

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

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

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight (8) weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TCS policy and applicable law.

TCS will require employees to take up to two (2) weeks of unused vacation prior to their receipt of benefits under the PFL program.

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

SECTION 8 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

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

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

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

Employees should use email accounts for School related communications. Such Communications should take place using the employee’s email account

~~Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee’s email account.~~

No Expectation of Privacy

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

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TCS’s Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TCS’s right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed TCS upon request for any reason that TCS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would

not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

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

Professional Use of Communication Systems Required

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

Offensive and Inappropriate Material

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

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

Solicitations

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

Licenses and Fees

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

Games and Entertainment Software

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

Confidential Information

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

Copyrights and Trademarks

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

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

Maintenance and Security of the System

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

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TCS's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer an employee is using is not connected to TCS's network.

Files obtained from sources outside TCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached

to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage TCS's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-TCS sources, without first scanning the material with TCS approved virus checking software. If an employee suspects that a virus has been introduced into TCS network, notify technology personnel immediately.

Violations of this Policy

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

Amendment and Modification of this Policy

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

SOCIAL MEDIA POLICY

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

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

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

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

Personal or Professional Blogs

If an employee develops a website or writing a blog that will mention TCS, they must identify that they are an employee of the organization and that the views expressed on the blog or web site are theirs alone and do not represent the views of TCS. Unless given permission by the Executive Director, employees are not authorized to speak on behalf of TCS or to represent that they do so. If an employee is developing a site or writing a blog that will mention TCS, as a courtesy to the organization, please let the Executive Director know in advance of publication. The Executive Director may choose to visit an employee's blog or social networking site from time to time.

Employees may not share information that is confidential and proprietary with regard to TCS. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what TCS considers confidential and proprietary. If employees have any questions about whether information has been released publicly or doubts of any kind, they should speak with the Executive Director or Principal.

When writing a blog or participating in any other social networking site, employees should speak respectfully about TCS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by TCS and can result in disciplinary action, up to, and including termination.

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

This policy should not be construed, and will not be applied, in a manner that violates employee rights under applicable law.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

Failure to comply with TCS's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

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

Laptop Computers

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

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

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

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while employees are working. Cell phones should be turned off and stored with an employee's other personal belongings while they are working.

If an employee is required to perform business on a cell phone for TCS while driving, they must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or

reading text based communications on a cell phone while driving a vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If an employee is assigned a School cell phone to conduct School business, they must notify their supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, undivided attention is expected of all employees. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TCS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business. Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by TCS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by TCS employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. TCS must approve any postings prior to posting.

TCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

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

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If an employee needs to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If employees have questions, they should talk with the Principal. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If employees are subjected to such behavior at any time, they should report the activity to their supervisor. If solicitation or distribution occurs while an employee is working, the employee should report the activity to their supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

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

Relationships between TCS Board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- (a) Family Members of TCS Board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- (b) Any time a Board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or

School Services Provider(s), or in the case of a board member, in the discretion of the TCS board of directors.

- (c) Any time a Board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a Board member, in the discretion of the TCS Board of Directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law. “Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

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

Procedures

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

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

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of TCS, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, TCS will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement

between the employees involved and TCS. If a mutual agreement is unattainable, the Board will determine, in TCS's best interest, which employee is to be transferred or separated.

Responsibilities

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

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

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to any building or office are responsible for their safekeeping. Employees will be assigned all appropriate building keys needed to conduct their daily job responsibilities. Employees are responsible for all keys to which they are assigned. Duplication of any School key is not allowed and is strictly prohibited. It is against TCS policy for employees to loan or distribute their assigned keys to another employee or non-employee of the School. If an employee's school keys are lost, misplaced, destroyed, or stolen, they must report it immediately to the Executive Director.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after regular business hours without prior authorization.

INTERNAL INVESTIGATIONS AND SEARCHES

From time to time TCS may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

In TCS's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TCS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TCS. TCS will generally try to obtain an employee's consent before conducting a search of work areas, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

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

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

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

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

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

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the matter to the Executive Director.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

SECTION 9 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

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

Employees should consult their immediate supervisor if they have any questions regarding appropriate attire.

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTIONS

TCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Boundaries Defined

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

Acceptable and Unacceptable Behavior

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

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

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding

- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

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

Reporting

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

Investigating

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

Consequences

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

STAKEHOLDER AND PUBLIC RELATIONS

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

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

- Falsification of employment records, employment information, or other School records.
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.

- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Using or possessing firearms or any other dangerous weapons or explosives of any kind on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Violations of the unlawful harassment/discrimination/retaliation policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration.
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods).
- Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communications Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's Personal Standards or dress code.
- Breaching confidentiality.
- Making derogatory racial, ethnic, religious, or inappropriate remarks or gestures; any violation of the Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security, or School rule.
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.

- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.
- Gambling on School premises.
- Immoral or indecent conduct.
- Conviction of a criminal act.
- Engaging in sabotage or espionage (industrial or otherwise).
- Any other conduct detrimental to other employees or the School's interests or its efficient operations.
- Refusal to speak to supervisors or other employees.
- Dishonesty.
- Failure to possess or maintain the credential/certificate required of the position.

OFF-DUTY CONDUCT

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. TCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time. Full-time employees must devote their full professional effort to their position at TCS. If any employee wishes to participate in outside work activities, they are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with TCS's interests. In general, outside work activities are not allowed when they:

- Prevent an employee from performing work for which they are employed at TCS.

- Involve organizations that are doing or seek to do business with TCS including actual or potential vendors.
- Violate provisions of law or TCS policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

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

EXPENSE REIMBURSEMENT POLICY

TCS will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of TCS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY PROHIBITING THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS AND STAKEHOLDERS

Policy Statement

It is the policy of TCS that employees shall not provide any funds or thing of value to any student or his or her parent or guardian. TCS does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

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

Procedures

The prior approval of the Executive Director or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

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

SECTION 10 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TCS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

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

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

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if an employee is required to take any kind of prescription or nonprescription medication that will affect their ability to perform their job, they are required to report this to the Principal. The Principal will determine if it is necessary to temporarily place the employee on another assignment or take other action as appropriate to protect the employee's safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

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

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

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

SMOKING

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

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If an employee is leaving late at night or is in any other situation that presents a security concern or results in the employee feeling uncomfortable, please seek the assistance of the Executive Director, other employees, or call 911. Report any suspicious persons or activities to the Executive Director. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Employees should immediately contact their supervisor or school administrators for assistance or call 911. Employees must secure their desk or work area at the end of the day or when called away from their work area for an extended length of time, and not leave valuable and/or personal articles that may be accessible in or around their work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Executive Director and the written consent of the individual being recorded. Please report any problems with our security systems to the Executive Director.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TCS property or while performing work away from TCS property. Employees should be cautious and keep School property and/or personal possessions out of sight and lock their cars. Insuring vehicles and personal property against loss and damage is recommended for an employee's own protection.

PERSONAL AUTOMOBILE

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

PERSONAL PROPERTY

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

SAFETY POLICY

TCS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Employees must report all unsafe conditions or hazards to their supervisor and the Executive Director immediately, even if they believe they have corrected the problem. If an employee suspects a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is

responsible, they must bring it to the attention of their supervisor and the Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to a supervisor and the Principal.

TCS has in place a written Injury and Illness Prevention Program as required by law. Please contact the Principal for further information.

ERGONOMICS

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

CHEMICAL EXPOSURE WARNING

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

SECTION 11 – TERMINATION OF EMPLOYMENT

VOLUNTARY RESIGNATION

TCS will consider an employee to have voluntarily resigned his or her employment if the employee does any of the following: (1) elects to resign from TCS; or (2) fails to report for work without notice to TCS for three consecutive work days. TCS requests that employees provide at least two (2) weeks written notice of a voluntary resignation. All TCS property must be returned immediately upon resigning employment. TCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

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

EXIT INTERVIEWS

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

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Principal. Only the Principal or Executive Director are authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TCS will disclose only the dates of employment and the title of the last position held. TCS will verify or disclose additional information about the employee only if the employee provides written authorization for TCS to provide the information. However, TCS will provide information about current or former employees as required by law or court order. TCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Principal.

SECTION 12 – INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

TCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____