



The Cottonwood School

Regular Scheduled Board Meeting

Date and Time

Tuesday December 8, 2020 at 6:00 PM PST

Location

7006 Rossmore Lane
El Dorado Hills, CA 95762

Zoom Link: <https://zoom.us/j/91821335465>

Meeting ID: 918 2133 5465

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. Public Comments			2 m
Limited to Closed Session Agenda Items Only			
D. Closed Session	Vote	Cindy Garcia & Tom Conwell	55 m
• Conference with Real Property §54956.9 for 4505 Golden Foothill Parkway, El Dorado Hills, CA 95762			
E. Announcement of Any Action Taken in Closed Session	Discuss	Dr. Norman Lorenz	1 m
II. Open Session - Opening Items			7:00 PM
A. Approval of the Agenda	Vote		1 m
B. Public Comments	FYI		2 m
C. Executive Director's Report	FYI	Cindy Garcia	25 m
D. Approve Minutes	Approve Minutes		1 m
Approve minutes for Regular Scheduled Board Meeting on November 17, 2020			
E. Approve Minutes	Approve Minutes		1 m

Approve minutes for Special Board Meeting on December 2, 2020

III. Finance

7:30 PM

A. Finance Training Workshop - Part 1	Discuss	Spencer Styles	30 m
B. First Interim Report	Vote	Darlington Ahaiwe	5 m
C. Budget Overview for Parents	Vote	Cindy Garcia	5 m
D. Shared Staffing Memorandum of Understanding for High School	Vote	Cindy Garcia	5 m

IV. Operations

8:15 PM

A. Board Resolution 2020-8 Resolution to Withdraw Membership From CharterSAFE Joint Powers Authority	Vote	Cindy Garcia	5 m
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V. Closing Items

8:20 PM

A. Board of Directors Comments & Requests	Discuss		5 m
B. Announcement of Next Regular Scheduled Board Meeting January 19, 2021	FYI		1 m

- Closed Session: 6:00 p.m.
- Open Session: 7:00 p.m.

C. Adjourn Meeting	Vote
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Cover Sheet

Executive Director's Report

Section:	II. Open Session - Opening Items
Item:	C. Executive Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	Executive Director's Report - Cottonwood.pdf



Executive Director update

December 8, 2020

COTTONWOOD WEBSITE

- New Community Resources tab linked on each school's web page located under "Resources" tab.
- Includes county-specific resources such as local food banks, housing programs, foster youth information, help lines, COVID-19 resources, and more.
- We also have a Mental Health tab with additional county information for services.

DEMAND OF REPAYMENT LETTER SENT TO PROVENANCE

- Sent early November
- Provenance owes The Cottonwood School \$320,152
- We proposed a payment plan to settle the debt by the end of our fiscal year.

RESTITUTION PROCESS FOR ALL NORTH SCHOOLS

Diligent, Compassionate Stewardship

RECOVERY OF ASSETS

All schools new practice
Fiscal stewardship &
responsibility
Audit requirement
Board approved
Results

PROCESS & PLAYERS

Withdrawn students
HST roles & responsibilities
Enrichment &
Administrative support
Reminders & resolution

ROAD-BUMPS & RECALCULATIONS

Out of state moves
Evolving systems (2016)
Communication
Rough start
Reform and redirect



Parent Education



Fall 2020

October

PARENTS NIGHT OUT!

**PROJECT-BASED LEARNING
FOR MULTIPLE GRADES:
MORE FUN, LESS STRESS IN
YOUR HOMESCHOOL**

THIS EVENT WILL BE HELD
ZOOM-STYLE ON
MONDAY, OCTOBER 12TH
6:30 P.M. - 8:00 P.M.
GRAB A BEVERAGE, MAYBE SOME
CHOCOLATE, AND COME HANG
OUT WITH US!

Missed the workshop?
Sign up to receive
slides and materials
[here](#).

November

PARENT EDUCATION PRESENTS

**CREATING YOUR
MISSION STATEMENT**

learn about how to create your own
family mission statement for
homeschooling

MON, NOVEMBER 2 6-7:30PM

Please join us on Zoom - grab a beverage and some
chocolate and come hang out

Presented by Heather Stokhaug & Teresa Brown
heather.stokhaug@featherrivercharter.org &
teresa.brown@cottonwood.school

Sign up [here](#) to receive a
copy of the resources
shared at the workshop.

Powered by BoardOnTrack

December

**Race to Read
Parent Workshop**

Join us on Monday, December 7th at 2:00 pm to learn about the 250 words educators refer to as sight words. Discover how this list of words impacts your child's reading fluency and comprehension and how your help at home of just two to three minutes can ensure your child masters these words in record time.

Presenter Linda LoBue, author of Race to Read, A Step-by-Step Parent Guidebook will teach parents easy-to-learn activities for reinforcing these words and other early literacy skills at home.

Parents with TK- 3rd grade children are invited to attend the 2:00pm - 3:30pm workshop. Please fill out this [survey](#) so we can plan attendance. Here is the [zoom link](#) for the session and the password is **RACE**. See you there!

Kara Tupu



Spring 2021

January

Moving Beyond MLK Jr & Rosa Parks: What's next in the conversation about racism and equity with our kids?

February

Teaching Digital Literacy & Internet Safety to our Kids with Trisha Brandow

March

Supporting your Students with Test Anxiety: A Parent's Approach

April

Curriculum Planning for 2021-22

May

Parent Panel & Discussion Groups



Race To Read

Monday, December 7th

2:00-3:30 p.m.

[Registration](#) & [Zoom Link](#)

Learning Objectives:

- ☐ Learn the sequence of steps to becoming a successful reader
- ☐ Learn the importance of Phonemic Awareness and how to grow it through fun activities
 - ☐ Differentiate between sight words and decodable words
 - ☐ Learn the Buster Shuffle
- ☐ Determine book level and readability in order to help select the right book at the right time (five finger rule)
- ☐ Understand the difference between fluency and comprehension



Multicultural Diversity and Inclusion Perspectives Team

MDIP

WE APPRECIATE OUR BOARD!

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

Cover Sheet

Approve Minutes

Section:	II. Open Session - Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on November 17, 2020

DRAFT



The Cottonwood School

Minutes

Regular Scheduled Board Meeting

Date and Time

Tuesday November 17, 2020 at 7:00 PM

Location

7006 Rossmore Lane
El Dorado Hills, CA 95762

Zoom Link:

<https://zoom.us/j/95654038139>

Meeting ID:

Join by Phone: +1 (669) 900-6833

Directors Present

Adina Caskey (remote), Christine Cordero (remote), Deb Hibbard (remote), Dr. Norman Lorenz (remote), Teresa Lyday Selby (remote)

Directors Absent

None

Guests Present

Adam Azarzar (remote), Amy Freydlund (remote), Ann Buxton (remote), Approximately 15 Others (remote), Cindy Garcia (remote), Darlington Ahaiwe (remote), Janet Ho (remote), Jodiann Beeson (remote), Kathy Fagundo (remote), Kimmi Buzzard (remote), Steve Brown (remote), Steven Lawrence (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Dr. Norman Lorenz called a meeting of the board of directors of The Cottonwood School to order on Tuesday Nov 17, 2020 @ 7:00 PM.

C. Approval of the Agenda

Teresa Lyday Selby made a motion to approve the agenda.

Dr. Norman Lorenz seconded the motion.

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

Roll Call

Teresa Lyday Selby Aye
Adina Caskey Aye
Deb Hibbard Aye
Christine Cordero Aye
Dr. Norman Lorenz Aye

D. Public Comments

No public comment

E. Executive Director's Report

- - Staff website launched
 - Enrollment – 2400 students in home study, 32 students in site-based; enrollment is open in both programs
 - Ms. Garcia attended the CSDC Conference and a Young, Minney & Corr training, gaining valuable information.
 - COVID vaccine update was given
 - Deferrals and Cashflow – state is deferring much more than expected, we have a plan in place to weather this challenge
 - Budget Overview for Parents is ready and will be presented at Special Board Meeting.
 - Learning Loss Mitigation funds are being used for:
 - Teachers'
 1. Mifi's
 2. New computers
 3. Zoom accounts
 4. Google voice
 5. Pear Deck
 - Students'
 1. Loaner laptops
 2. Mifi's
 - Janet Ho presented information about AB 1505, an overhaul of charter renewal process.
 - FCMAT meeting with Cindy Garcia, Jodiann Beeson, and Dr. Norman Lorenz
 - They were impressed that the Board President was in attendance.
 - They are looking at issues of: governance, fiscal practices, operations.
 - Noted that we are following a plan of continuous improvement, and offered to assist and answer questions as they arise.
- Kathy Nicosia gave report on Testing; checking the value and fidelity of testing practices.
- Amy Freyland gave report on Enrichment and Vendor Services; tiered approach to permit access to in-person products and activities; important to get outside, real and hands-on activities
 - Tier 1 – Family led activities
 - Tier 2 – Vendor services
 - Families and vendors want more flexibility and autonomy.
 - Can't implement at this time because of COVID restrictions, but will as soon as restrictions are lifted.

- Enrichment Update
 - 12/1 Student Planning amounts: TK-6th \$1000, 7th-12th \$1400
 - Families, especially high school students, advance on Spring drop is already budgeted.
- Review of new restitution process
- Cindy Garcia introduced Ann Buxton, new Officer of Compliance and Accountability

F. Approve Minutes

Deb Hibbard made a motion to approve the minutes from Regular Scheduled Board Meeting on 10-20-20.

Adina Caskey seconded the motion.

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

Roll Call

Christine Cordero Aye
Dr. Norman Lorenz Aye
Deb Hibbard Aye
Adina Caskey Aye
Teresa Lyday Selby Aye

G. Approve Minutes

Dr. Norman Lorenz made a motion to approve the minutes from Special Board Meeting on 11-03-20.

Deb Hibbard seconded the motion.

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

Roll Call

Christine Cordero Aye
Teresa Lyday Selby Aye
Adina Caskey Abstain
Dr. Norman Lorenz Aye
Deb Hibbard Aye

II. Finance

A. October Financials

Deb Hibbard made a motion to approve the October Financials.

Christine Cordero seconded the motion.

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

Roll Call

Teresa Lyday Selby Aye
Christine Cordero Aye
Adina Caskey Aye
Dr. Norman Lorenz Aye
Deb Hibbard Aye

III. Operations

A. Contract with Provenance

- Overview of their history and services provided
- Steven Lawrence presented their merits.
- Kimmi Buzzard described order services, enrichment.
- Kathy Fagundo described management of systems and people.

B. Procurify Overview

1. Procurify overview of what they can provide by Adam Azarzar and Steve Brown
 1. Very user friendly.
 2. Works on all devices.
 3. Good feedback from other schools who have used this system.
2. Next Steps – Cindy Garcia will consult with teachers re: their needs and ideas.

IV. Governance

A. December Meeting Schedule

Special Board Meeting: December 2nd at 6 pm

Regular Board Meeting: December 8th at 6 pm

Dr. Norman Lorenz made a motion to approve the December meeting dates.

Adina Caskey seconded the motion.

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

Roll Call

Dr. Norman Lorenz Aye

Deb Hibbard Aye

Christine Cordero Aye

Teresa Lyday Selby Aye

Adina Caskey Aye

V. Closing Items

A. Board of Directors Comments & Requests

Adina wanted to know when the board will make a descision about ordering system. Cindy said it will be up for vote in December.

B. Announcement of Next Regular Scheduled Board Meeting

Special Board Meeting: December 2nd at 6 pm

Regular Board Meeting: December 8th at 6 pm

C. Adjourn Meeting

Dr. Norman Lorenz made a motion to adjourn the meeting.

Adina Caskey seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:53 PM.

Respectfully Submitted,

Dr. Norman Lorenz

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Cover Sheet

Approve Minutes

Section:	II. Open Session - Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on December 2, 2020

DRAFT



The Cottonwood School

Minutes

Special Board Meeting

Date and Time

Wednesday December 2, 2020 at 6:00 PM

Zoom Link:

<https://zoom.us/j/95116121878>

Meeting ID: Meeting ID:

951 1612 1878

Join by Phone: +1 (669) 900-6833

Directors Present

Adina Caskey (remote), Christine Cordero (remote), Deb Hibbard (remote), Dr. Norman Lorenz (remote), Teresa Lyday Selby (remote)

Directors Absent

None

Guests Present

Amy Freydlund (remote), Ann Buxton (remote), Cindy Garcia (remote), Darlington Ahaiwe (remote), Jodiann Beeson (remote), Kathy Fagundo (remote), Kimmi Buzzard (remote), Tom Conwell (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Dr. Norman Lorenz called a meeting of the board of directors of The Cottonwood School to order on Wednesday Dec 2, 2020 @ 6:08 PM.

C. Public Comments

No public comment for the closed session item.

D. Closed Session - Property Lease

Closed Session started at 6:10 pm

- Property Lease

Out of Closed session at 6:52 pm

E. Announcement of Any Action Taken in Closed Session

We are looking for property to work toward unifying our community, allowing room for growth and provide space for administrative offices and shipping/receiving.

II. Open Session - Opening Items

A. Approval of the Agenda

Deb Hibbard made a motion to approve the agenda.

Teresa Lyday Selby seconded the motion.

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

Roll Call

Teresa Lyday Selby Aye

Adina Caskey Aye

Dr. Norman Lorenz Aye

Deb Hibbard Aye

Christine Cordero Aye

[Check the second for this vote]

B. Public Comment

1. Bridget Burns - Are parents being billed for non-consumable items that they cannot find or return. Cindy Garcia will research this matter.

III. Finance

A. Budget Overview For Parents - Public Hearing

Overview of differences between LCAP and Learning Continuity Plan

Adina Caskey made a motion to open the Public Hearing for the Budget Overview for Parents.

Deb Hibbard seconded the motion.

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

Roll Call

Adina Caskey Aye

Dr. Norman Lorenz Aye

Christine Cordero Aye

Teresa Lyday Selby Aye

Deb Hibbard Aye

Call for comments, questions, and input.

- Focus is on High Need students (foster youth, ELL, Low SES, migrant, homeless)
- Board Member Christine Cordero questioned whether SpEd students were included in High Need group.
- Ann Buxton explained that template given us by state has unclear wording, but that SpEd students were included in High Need group and budget figures.

Dr. Norman Lorenz made a motion to close the public session for the Budget Overview for Parents.

Teresa Lyday Selby seconded the motion.

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

IV. Operations

A. Procurify Contract

Deb Hibbard made a motion to approve the Procurify contract.

Dr. Norman Lorenz seconded the motion.

- \$75K for 1 year contract, software and training
- Possibly begin using software by the beginning of May.
- It is an ordering system that will include vendors, curricula, and “punch outs”.
- Allows more local control by taking these services in-house, which will save money in the long run.

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

Roll Call

Dr. Norman Lorenz Aye

Adina Caskey Aye

Christine Cordero Aye

Teresa Lyday Selby Aye

Deb Hibbard Aye

V. Closing Items

A. Board of Directors Comments & Requests

Discussion of property lease will occur next week at regular meeting.

B. Announcement of Next Regular Scheduled Board Meeting

December 8, 2020 at 6:00 pm for closed session and 7:00 pm for open session.

C. Adjourn Meeting

Adina Caskey made a motion to adjourn the meeting.

Deb Hibbard seconded the motion.

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

Roll Call

Christine Cordero Aye

Adina Caskey Aye

Dr. Norman Lorenz Aye

Deb Hibbard Aye

Teresa Lyday Selby Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,

Dr. Norman Lorenz

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Cover Sheet

Finance Training Workshop - Part 1

Section:	III. Finance
Item:	A. Finance Training Workshop - Part 1
Purpose:	Discuss
Submitted by:	
Related Material:	Charter Finance 210 part I (1).pdf



Charter Finance 210 *(Part 1)*

A Step Beyond the Basics of Charter Finance 101 for Board Members

Agenda

I. School Funding and 20-21 Update

- Funding Sources
- Deferrals
- SB740 Requirement

II. Budget Process/Timeline

III. Q and A

I. CHARTER SCHOOL FUNDING UPDATE

Current Funding and Concerns for FY20-21



Local Control Funding Formula

For FY20-21, ADA has been frozen at the 19-20 rates. SB820 is currently working through congress to credit schools with planned growth, but non-classroom-based schools have been excluded.

Segments of LCFF:

BASE GRANT + ADD-ONS



Grade	Base Grant	Add-On	Total
TK-3	\$ 7,702	\$ 801	\$ 8,503
4-6	\$ 7,818	\$ -	\$ 7,818
7-8	\$ 8,050	\$ -	\$ 8,050
9-12	\$ 9,329	\$ 243	\$ 9,572



SUPPLEMENTAL



20% Bonus for all Unduplicated Students



CONCENTRATION



50% Bonus Unduplicated Students Over 55%

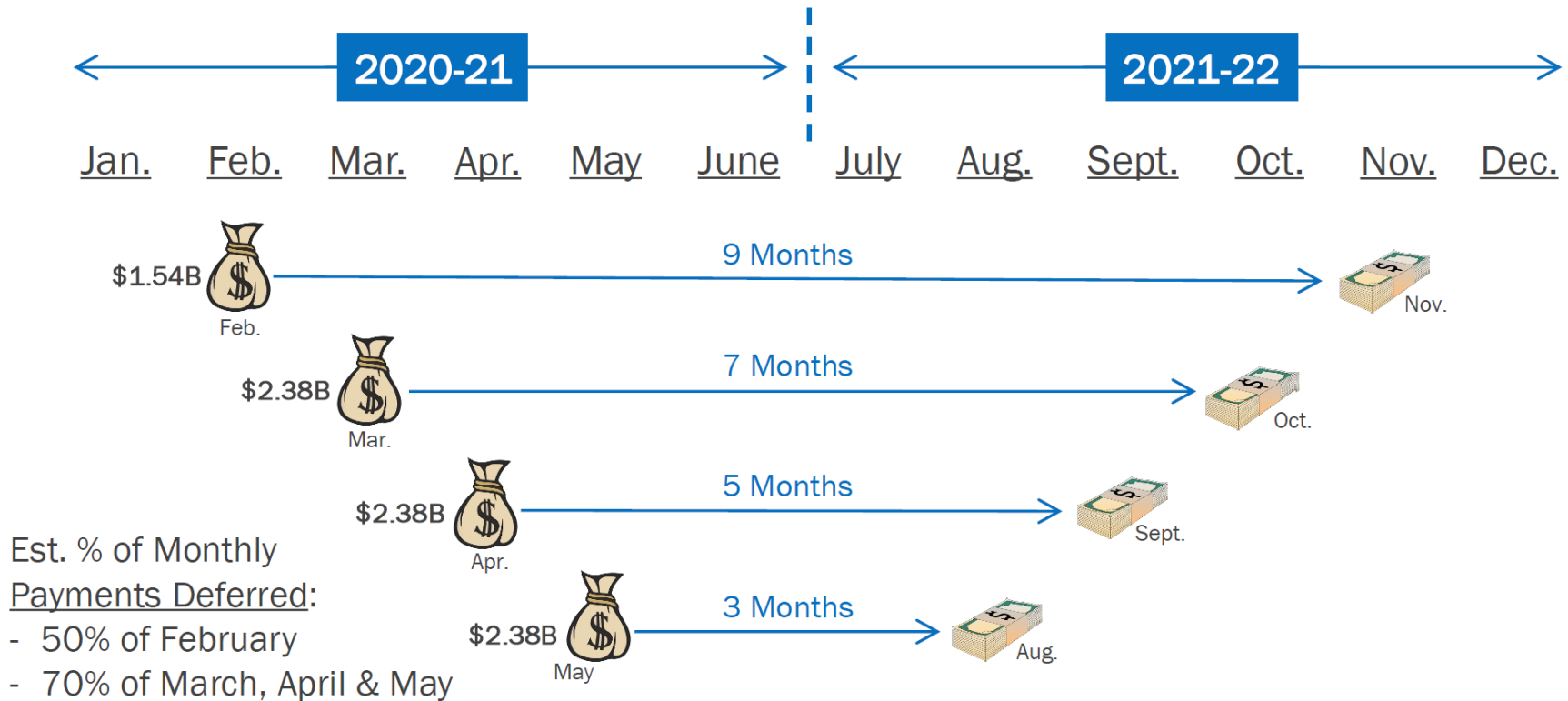
Other Sources of Funding

Funding Source	Amount per Student
Special Education**	
Federal Sources (IDEA)	\$ 104 to 125
State Sources (AB602)	\$ 625
Mandate Block Grant	
Grades K-8	\$ 17
Grades 9-12	\$ 47
Lottery	
Unrestricted	\$ 150
Restricted	\$ 49

**NOTE:

- Special Education funding varies based on the SELPA a charter school chooses to join.
- Funding is based on TOTAL ADA, not the actual number of special education students

State Funding Deferrals FY20-21



LCFF Funds paid from the State is the only revenue source subject to deferrals. All other sources will be paid on their regular schedule.

SB740 Spending Requirements

- At least 40 percent of total public revenues must be spent on Instructional Certificated Salaries and Benefits, *AND*
- At least 80 percent of total revenues must be spent on Instruction and Instruction-Related Services, *AND*
- The Pupil to Teacher Ratio (PTR) cannot exceed:
 - 25 to 1 or
 - Equivalent PTR of the largest unified school district in county or counties in which the charter school operates



II. THE BUDGET PROCESS

Development, Approval, Monitoring and Forecast Updates

Developing the Budget Draft

January - April

- Charter Impact reviews Governor's proposed state budget for the upcoming fiscal year and identifies the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment.
- Once the revenue estimates are complete, Charter Impact and the Principal develop the remainder of the budget including:
 - staffing levels,
 - instructional funds,
 - fixed costs, and
 - discretionary spending
- Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

Budget Approval

May - June

- Charter Impact and the Principal reviews revenue projections subsequent to the Governor's annual "May Revise" that is released in early May. This is the last estimate that the school receives prior to approval.
- The budget is then fine-tuned for the upcoming fiscal year to accommodate any changes. Typically changes are not large, FY20-21 was an exception due to the COVID-19 pandemic.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.

Monitoring and Forecasting

July - December

- The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made.
- At the end of the first full week of school, the Principal reviews the Charter School's actual enrollment figures and notifies Charter Impact if changes are needed to the financial projections.
- On a monthly basis, the Principal and Board reviews current year actual versus budgeted revenues and expenditures, updated forecast based on current enrollment and spending trend and other financial reports as presented by Charter Impact.

CHARTER IMPACT

Empowering charter schools and non-profits with
financial management and operational support.

OFFICE:
888.474.0322

info@charterimpact.com

8500 BALBOA BLVD., SUITE 140
NORTHRIDGE, CA 91325

WWW.CHARTERIMPACT.COM

Cover Sheet

First Interim Report

Section:	III. Finance
Item:	B. First Interim Report
Purpose:	Vote
Submitted by:	
Related Material:	Cottonwood_Financial Package_ First Interim.pdf



The Cottonwood School

Monthly Financial Presentation – October 2020 First Interim Report

Interim Reporting- Background

- Charter Schools are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health.
- The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31.
- The interim reports include a certification of whether the LEA is able to meet its financial obligations.
- Interim reports must be board approved.

First Interim- Components

- LEA Certification Page
- Original board approved budget for current fiscal year.
- October Financials w/ year-end projections.
- Multi-year projections (FY21-22 & FY22-23).

COTTONWOOD - Revenue

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
\$ 4,518,824	\$ 4,510,695	\$ 8,129
142,272	54,660	87,612
277,652	278,467	(815)
-	-	-
\$ 4,938,748	\$ 4,843,822	\$ 94,926

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 22,018,641	\$ 22,001,905	\$ 16,736
430,918	288,646	142,272
1,953,214	1,953,214	-
-	-	-
\$ 24,402,774	\$ 24,243,766	\$ 159,007

COTTONWOOD - Expenses

Expenses

Year-to-Date		
Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 2,910,645	\$ 3,018,637 \$ 107,992
Classified Salaries	95,729	114,253 18,523
Benefits	856,457	972,432 115,975
Books and Supplies	1,085,072	858,531 (226,541)
Subagreement Services	800,502	1,402,464 601,962
Operations	80,595	36,067 (44,528)
Facilities	25,543	40,300 14,757
Professional Services	733,997	774,365 40,368
Depreciation	-	4,633 4,633
Interest	620	173,741 173,121
Total Expenses	\$ 6,589,161	\$ 8,201,684 \$ 806,262

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 9,177,699	\$ 9,406,116	\$ 228,417
286,116	342,758	56,641
2,726,142	3,017,979	291,837
3,048,182	3,024,541	(23,641)
4,592,256	4,665,083	72,826
269,569	108,200	(161,369)
98,143	120,900	22,757
2,439,828	2,594,921	155,093
9,267	13,900	4,633
116,819	347,482	230,663
\$ 22,764,021	\$ 23,641,878	\$ 877,857

COTTONWOOD - Fund Balance

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,650,413)	\$ (3,357,862)	\$ 901,188	\$ 1,638,753	\$ 601,888	\$ 1,036,864
Beginning Fund Balance	<u>1,756,719</u>	<u>1,756,719</u>		<u>1,756,719</u>	<u>1,756,719</u>	
Ending Fund Balance	<u>\$ 106,306</u>	<u>\$ (1,601,143)</u>		<u>\$ 3,395,472</u>	<u>\$ 2,358,608</u>	
<i>As a % of Annual Expenses</i>	0.5%	-6.8%		14.9%	10.0%	

COTTONWOOD- Multi-Year Forecast

Assumptions:

- No funding/enrollment growth projected in FY22.
- 5% annual enrollment increase projected from FY23 through FY25.
- No additional LCFF deferrals projected.
- 2% annual Cost-of-Living Adjustment (COLA).

Results:

- Multi-year surplus and increasing fund balance projected through FY25.
- No cost related to factoring projected in FY22.
- Year-end cash balance rise to 23% in FY25. (% of annual expenses)

COTTONWOOD- Multi-Year Forecast

	2020-21	2021-22	2022-23	2023-24	2024-25
ADA	2,426	2,426	2,546	2,673	2,807
Total Revenue	\$ 24,402,774	\$ 24,312,220	\$ 25,513,868	\$ 26,773,973	\$ 28,097,518
Total Expenses	<u>22,764,021</u>	<u>23,169,387</u>	<u>24,878,661</u>	<u>25,708,150</u>	<u>26,577,744</u>
Annual Surplus	<u>1,638,752</u>	<u>1,142,834</u>	<u>635,207</u>	<u>1,065,823</u>	<u>1,519,775</u>
Beginning Fund Balance	<u>1,756,719</u>	<u>3,395,471</u>	<u>4,538,305</u>	<u>5,173,513</u>	<u>6,239,336</u>
Ending Fund Balance	<u>\$ 3,395,471</u>	<u>\$ 4,538,305</u>	<u>\$ 5,173,513</u>	<u>\$ 6,239,336</u>	<u>\$ 7,759,110</u>
<i>As a % of Annual Expenses</i>	<i>14.9%</i>	<i>19.6%</i>	<i>20.8%</i>	<i>24.3%</i>	<i>29.2%</i>
Ending Cash Balance	<u>\$ 1,631,667</u>	<u>\$ 3,452,540</u>	<u>\$ 3,870,500</u>	<u>\$ 4,797,682</u>	<u>\$ 6,171,898</u>

COTTONWOOD - Appendix

- First Interim report (Alt Form)

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification**

Charter School Name: The Cottonwood School
(continued) _____
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

CERTIFICATION OF FINANCIAL CONDITION

- ____ POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ____ QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ____ NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

(x) To the entity that approved the charter school:
2020/21 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print
Name: Julie Haycock Title: Principal

(x) To the County Superintendent of Schools:
2020/21 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:

Name

Title

Phone

E-mail

For Charter School:

Spencer Styles
Name

Charter Impact, Inc.
Title

888-474-0322
Phone

sstyles@charterimpact.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor

Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: The Cottonwood School
(continued)
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	16,691,712.30		16,691,712.30	3,260,320.00		3,260,320.00	17,159,582.45		17,159,582.45
Education Protection Account State Aid - Current Year	8012	523,776.00		523,776.00	121,280.00		121,280.00	485,120.00		485,120.00
State Aid - Prior Years	8019	-		-	-		-	-		-
Transfers to Charter Schools in Lieu of Property Taxes	8096	4,674,962.69		4,674,962.69	1,137,224.00		1,137,224.00	4,373,938.94		4,373,938.94
Other LCFF Transfers	8091, 8097			-	-		-			-
Total, LCFFSources		21,890,450.99	-	21,890,450.99	4,518,824.00	-	4,518,824.00	22,018,641.39	-	22,018,641.39
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290			-			-			-
Special Education - Federal	8181, 8182		311,646.72	311,646.72		142,271.51	142,271.51		288,646.40	288,646.40
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-		142,271.51	142,271.51
Total, Federal Revenues		-	311,646.72	311,646.72	-	142,271.51	142,271.51	-	430,917.91	430,917.91
3. Other State Revenues										
Special Education - State	StateRevSE		1,309,440.00	1,309,440.00		277,652.00	277,652.00		1,470,520.00	1,470,520.00
All Other State Revenues	StateRevAO	433,686.53	108,421.63	542,108.16			-	482,694.40		482,694.40
Total, Other State Revenues		433,686.53	1,417,861.63	1,851,548.16	-	277,652.00	277,652.00	482,694.40	1,470,520.00	1,953,214.40
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	-	-	-		-	-			-
Total, Local Revenues		-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		22,324,137.52	1,729,508.35	24,053,645.87	4,518,824.00	419,923.51	4,938,747.51	22,501,335.79	1,901,437.91	24,402,773.70
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	6,156,714.00	1,185,899.00	7,342,613.00	1,950,042.16	439,083.39	2,389,125.55	6,198,430.68	1,295,679.84	7,494,110.52
Certificated Pupil Support Salaries	1200	741,487.00		741,487.00	250,336.56	46,685.86	297,022.42	791,122.26	176,589.12	967,711.38
Certificated Supervisors' and Administrators' Salaries	1300	254,000.00		254,000.00	133,867.31	-	133,867.31	401,867.31		401,867.31
Other Certificated Salaries	1900	232,777.00	332,816.00	565,593.00	65,310.44	25,319.24	90,629.68	232,732.88	81,276.96	314,009.84
Total, Certificated Salaries		7,384,978.00	1,518,715.00	8,903,693.00	2,399,556.47	511,088.49	2,910,644.96	7,624,153.13	1,553,545.92	9,177,699.05
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100			-	-	-	-			-
Non-certificated Support Salaries	2200	49,254.40	170,497.60	219,752.00	61,791.88	33,937.60	95,729.48	112,995.72	173,120.64	286,116.36
Non-certificated Supervisors' and Administrators' Sal.	2300			-	-	-	-			-
Clerical and Office Salaries	2400			-	-	-	-			-
Other Non-certificated Salaries	2900			-	-	-	-			-
Total, Non-certificated Salaries		49,254.40	170,497.60	219,752.00	61,791.88	33,937.60	95,729.48	112,995.72	173,120.64	286,116.36
3. Employee Benefits										
STRS	3101-3102	1,358,836.44	279,443.56	1,638,280.00	381,248.94	80,825.00	462,073.94	1,200,932.84	278,856.65	1,479,789.49
PERS	3201-3202	-	-	-	-	-	-	(9,506.98)	9,506.98	-
OASDI / Medicare / Alternative	3301-3302	110,850.57	35,064.43	145,915.00	37,809.86	9,763.52	47,573.38	117,713.87	35,770.14	153,484.01
Health and Welfare Benefits	3401-3402	667,500.00	187,500.00	855,000.00	328,400.34	(16,427.91)	311,972.43	729,472.43	187,500.00	916,972.43
Unemployment Insurance	3501-3502	49,980.00	12,250.00	62,230.00	5,204.16	2,411.40	7,615.56	45,541.56	12,250.00	57,791.56
Workers' Compensation Insurance	3601-3602	104,079.02	23,648.98	127,728.00	27,221.68	-	27,221.68	93,931.29	24,173.33	118,104.62
OPEB, Allocated	3701-3702			-	-	-	-			-
OPEB, Active Employees	3751-3752			-	-	-	-			-
Other Employee Benefits	3901-3902			-	-	-	-			-
Total, Employee Benefits		2,291,246.03	537,906.97	2,829,153.00	779,884.98	76,572.01	856,456.99	2,178,085.01	548,057.10	2,726,142.11
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100			-			-			-
Books and Other Reference Materials	4200			-			-			-
Materials and Supplies	4300	2,473,780.47	108,421.63	2,582,202.10	936,126.78	119,987.46	1,056,114.24	2,248,009.84		2,248,009.84
Noncapitalized Equipment	4400	985,286.61		985,286.61	6,601.74	22,356.05	28,957.79	800,172.19		800,172.19
Food	4700			-			-			-
Total, Books and Supplies		3,459,067.08	108,421.63	3,567,488.71	942,728.52	142,343.51	1,085,072.03	3,048,182.03	-	3,048,182.03
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	4,562,237.01	671,000.00	5,233,237.01	674,549.90	126,267.12	800,817.02	4,051,565.92	540,690.45	4,592,256.38
Travel and Conferences	5200	9,100.00		9,100.00	-	101.45	101.45	5,768.12		5,768.12
Dues and Memberships	5300	800.00		800.00	5,025.00	-	5,025.00	5,558.33		5,558.33
Insurance	5400	86,100.00		86,100.00	68,016.00	-	68,016.00	238,056.67		238,056.67
Operations and Housekeeping Services	5500	18,400.00		18,400.00	4,524.31	-	4,524.31	16,790.98		16,790.98
Rentals, Leases, Repairs, and Noncap. Improvements	5600	122,800.00		122,800.00	25,543.34	-	25,543.34	98,143.34		98,143.34
Transfers of Direct Costs	5700-5799			-	-	-	-	-		-
Professional/Consulting Services and Operating Expend.	5800	2,073,608.40		2,073,608.40	730,935.10	3,062.00	733,997.10	2,439,827.95		2,439,827.95
Communications	5900	800.00		800.00	2,863.10	65.06	2,928.16	3,394.83		3,394.83
Total, Services and Other Operating Expenditures		6,873,845.41	671,000.00	7,544,845.41	1,511,456.75	129,495.63	1,640,952.38	6,859,106.14	540,690.45	7,399,796.59
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	15,000.00		15,000.00	-	-	-	9,266.67	-	9,266.67
Total, Capital Outlay		15,000.00	-	15,000.00	-	-	-	9,266.67	-	9,266.67
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	1,277,032.84	(1,277,032.84)	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	408,940.76	-	408,940.76	-	619.68	619.68	116,818.68	-	116,818.68
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		1,685,973.60	(1,277,032.84)	408,940.76	-	619.68	619.68	116,818.68	-	116,818.68

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: The Cottonwood School
(continued)
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
8. TOTAL EXPENDITURES		21,759,364.53	1,729,508.36	23,488,872.88	5,695,418.60	894,056.92	6,589,475.52	19,948,607.37	2,815,414.12	22,764,021.48
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		564,772.99	(0.00)	564,772.99	(1,176,594.60)	(474,133.41)	(1,650,728.01)	2,552,728.42	(913,976.21)	1,638,752.22
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		564,772.99	(0.00)	564,772.99	(1,176,594.60)	(474,133.41)	(1,650,728.01)	2,552,728.42	(913,976.21)	1,638,752.22
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,628,011.61	-	1,628,011.61	1,746,967.37	9,752.00	1,756,719.37	1,746,967.37	9,752.00	1,756,719.37
b. Adjustments to Beginning Balance	9793, 9795	-	-	-			-			-
c. Adjusted Beginning Balance		1,628,011.61	-	1,628,011.61	1,746,967.37	9,752.00	1,756,719.37	1,746,967.37	9,752.00	1,756,719.37
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,192,784.60	(0.00)	2,192,784.60	570,372.77	(464,381.41)	105,991.36	4,299,695.79	(904,224.21)	3,395,471.59
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-			-
Stores (equals object 9320)	9712	-	-	-	-	-	-			-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-			-
All Others	9719	-	-	-	-	-	-			-
b. Restricted	9740		-	-		-	-			-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-			-
Other Commitments	9760	-	-	-	-	-	-			-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	1,174,443.64	-	1,174,443.64	329,473.78	-	329,473.78	1,138,201.07	-	1,138,201.07
Unassigned/Unappropriated Amount	9790	1,018,340.96	(0.00)	1,018,340.96	240,898.99	(464,381.41)	(223,482.42)	3,161,494.72	(904,224.21)	2,257,270.51

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: The Cottonwood School
(continued)
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	16,691,712.30	3,260,320.00	17,159,582.45	467,870.14	2.80%
Education Protection Account State Aid - Current Year	8012	523,776.00	121,280.00	485,120.00	(38,656.00)	-7.38%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	4,674,962.69	1,137,224.00	4,373,938.94	(301,023.74)	-6.44%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		21,890,450.99	4,518,824.00	22,018,641.39	128,190.40	0.59%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	-	-	-	-	
Special Education - Federal	8181, 8182	311,646.72	142,271.51	288,646.40	(23,000.32)	-7.38%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	142,271.51	142,271.51	New
Total, Federal Revenues		311,646.72	142,271.51	430,917.91	119,271.19	38.27%
3. Other State Revenues						
Special Education - State	StateRevSE	1,309,440.00	277,652.00	1,470,520.00	161,080.00	12.30%
All Other State Revenues	StateRevAO	542,108.16	-	482,694.40	(59,413.76)	-10.96%
Total, Other State Revenues		1,851,548.16	277,652.00	1,953,214.40	101,666.24	5.49%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	-	-	-	
Total, Local Revenues		-	-	-	-	
5. TOTAL REVENUES		24,053,645.87	4,938,747.51	24,402,773.70	349,127.83	1.45%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	7,342,613.00	2,389,125.55	7,494,110.52	151,497.52	2.06%
Certificated Pupil Support Salaries	1200	741,487.00	297,022.42	967,711.38	226,224.38	30.51%
Certificated Supervisors' and Administrators' Salaries	1300	254,000.00	133,867.31	401,867.31	147,867.31	58.22%
Other Certificated Salaries	1900	565,593.00	90,629.68	314,009.84	(251,583.16)	-44.48%
Total, Certificated Salaries		8,903,693.00	2,910,644.96	9,177,699.05	274,006.05	3.08%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	219,752.00	95,729.48	286,116.36	66,364.36	30.20%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	
Clerical and Office Salaries	2400	-	-	-	-	
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		219,752.00	95,729.48	286,116.36	66,364.36	30.20%
3. Employee Benefits						
STRS	3101-3102	1,638,280.00	462,073.94	1,479,789.49	(158,490.51)	-9.67%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	145,915.00	47,573.38	153,484.01	7,569.01	5.19%
Health and Welfare Benefits	3401-3402	855,000.00	311,972.43	916,972.43	61,972.43	7.25%
Unemployment Insurance	3501-3502	62,230.00	7,615.56	57,791.56	(4,438.44)	-7.13%
Workers' Compensation Insurance	3601-3602	127,728.00	27,221.68	118,104.62	(9,623.38)	-7.53%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		2,829,153.00	856,456.99	2,726,142.11	(103,010.89)	-3.64%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	2,582,202.10	1,056,114.24	2,248,009.84	(334,192.26)	-12.94%
Noncapitalized Equipment	4400	985,286.61	28,957.79	800,172.19	(185,114.42)	-18.79%
Food	4700	-	-	-	-	
Total, Books and Supplies		3,567,488.71	1,085,072.03	3,048,182.03	(519,306.68)	-14.56%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: The Cottonwood School
(continued)
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	5,233,237.01	800,817.02	4,592,256.38	(640,980.63)	-12.25%
Travel and Conferences	5200	9,100.00	101.45	5,768.12	(3,331.88)	-36.61%
Dues and Memberships	5300	800.00	5,025.00	5,558.33	4,758.33	594.79%
Insurance	5400	86,100.00	68,016.00	238,056.67	151,956.67	176.49%
Operations and Housekeeping Services	5500	18,400.00	4,524.31	16,790.98	(1,609.02)	-8.74%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	122,800.00	25,543.34	98,143.34	(24,656.66)	-20.08%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	2,073,608.40	733,997.10	2,439,827.95	366,219.55	17.66%
Communications	5900	800.00	2,928.16	3,394.83	2,594.83	324.35%
Total, Services and Other Operating Expenditures		7,544,845.41	1,640,952.38	7,399,796.59	(145,048.83)	-1.92%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	15,000.00	-	9,266.67	(5,733.33)	-38.22%
Total, Capital Outlay		15,000.00	-	9,266.67	(5,733.33)	-38.22%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	408,940.76	619.68	116,818.68	(292,122.08)	-71.43%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		408,940.76	619.68	116,818.68	(292,122.08)	-71.43%
8. TOTAL EXPENDITURES		23,488,872.88	6,589,475.52	22,764,021.48	(724,851.40)	-3.09%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		564,772.99	(1,650,728.01)	1,638,752.22	1,073,979.23	190.16%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		564,772.99	(1,650,728.01)	1,638,752.22	1,073,979.23	190.16%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,628,011.61	1,756,719.37	1,756,719.37	128,707.76	7.91%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		1,628,011.61	1,756,719.37	1,756,719.37		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,192,784.60	105,991.36	3,395,471.59		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: The Cottonwood School
(continued) _____
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,174,443.64	329,473.78	1,138,201.07	(36,242.57)	-3.09%
Unassigned/Unappropriated Amount	9790	1,018,340.96	(223,482.42)	2,257,270.51	1,238,929.56	121.66%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: The Cottonwood School
(continued) _____
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	17,159,582.45	0.00	17,159,582.45	17,159,582.93	18,009,504.67
Education Protection Account State Aid - Current Year	8012	485,120.00	0.00	485,120.00	485,120.00	509,149.20
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	4,373,938.94	0.00	4,373,938.94	4,373,938.94	4,590,591.02
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		22,018,641.39	0.00	22,018,641.39	22,018,641.88	23,109,244.89
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	0.00	0.00		
Special Education - Federal	8181, 8182	0.00	288,646.40	288,646.40	288,646.40	302,943.77
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	142,271.51	142,271.51		
Total, Federal Revenues		0.00	430,917.91	430,917.91	288,646.40	302,943.77
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,470,520.00	1,470,520.00	1,470,520.00	1,543,358.51
All Other State Revenues	StateRevAO	482,694.40	0.00	482,694.40	534,412.22	558,321.28
Total, Other State Revenues		482,694.40	1,470,520.00	1,953,214.40	2,004,932.22	2,101,679.79
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00		
Total, Local Revenues		0.00	0.00	0.00	0.00	0.00
5. TOTAL REVENUES		22,501,335.79	1,901,437.91	24,402,773.70	24,312,220.50	25,513,868.45
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	6,198,430.68	1,295,679.84	7,494,110.52	7,634,955.46	8,513,725.34
Certificated Pupil Support Salaries	1200	791,122.26	176,589.12	967,711.38	1,026,154.11	1,046,677.19
Certificated Supervisors' and Administrators' Salaries	1300	401,867.31	0.00	401,867.31	410,040.00	418,240.80
Other Certificated Salaries	1900	232,732.88	81,276.96	314,009.84	341,771.64	348,607.08
Total, Certificated Salaries		7,624,153.13	1,553,545.92	9,177,699.05	9,412,921.21	10,327,250.41
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	112,995.72	173,120.64	286,116.36	291,291.93	297,117.76
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00		
Clerical and Office Salaries	2400	0.00	0.00	0.00		
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		112,995.72	173,120.64	286,116.36	291,291.93	297,117.76

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	1,200,932.84	278,856.65	1,479,789.49	1,520,186.78	1,667,850.94
PERS	3201-3202	(9,506.98)	9,506.98	0.00		
OASDI / Medicare / Alternative	3301-3302	117,713.87	35,770.14	153,484.01	158,771.19	172,474.64
Health and Welfare Benefits	3401-3402	729,472.43	187,500.00	916,972.43	925,650.00	1,014,390.00
Unemployment Insurance	3501-3502	45,541.56	12,250.00	57,791.56	62,720.00	67,130.00
Workers' Compensation Insurance	3601-3602	93,931.29	24,173.33	118,104.62	135,858.98	148,741.15
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: The Cottonwood School
(continued) _____
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,178,085.01	548,057.10	2,726,142.11	2,803,186.95	3,070,586.74
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00		
Books and Other Reference Materials	4200	0.00	0.00	0.00		
Materials and Supplies	4300	2,248,009.84	0.00	2,248,009.84	2,292,970.03	2,454,677.47
Noncapitalized Equipment	4400	800,172.19	0.00	800,172.19	816,175.64	873,734.90
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		3,048,182.03	0.00	3,048,182.03	3,109,145.67	3,328,412.38
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	4,051,565.92	540,690.45	4,592,256.38	4,684,101.50	4,805,654.13
Travel and Conferences	5200	5,768.12	0.00	5,768.12	5,883.48	6,298.40
Dues and Memberships	5300	5,558.33	0.00	5,558.33	5,669.50	6,069.33
Insurance	5400	238,056.67	0.00	238,056.67	242,817.80	259,942.07
Operations and Housekeeping Services	5500	16,790.98	0.00	16,790.98	17,126.80	18,334.63
Rentals, Leases, Repairs, and Noncap. Improvements	5600	98,143.34	0.00	98,143.34	100,106.21	107,166.01
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	2,439,827.95	0.00	2,439,827.95	2,484,220.79	2,638,481.22
Communications	5900	3,394.83	0.00	3,394.83	3,462.72	3,706.93
Total, Services and Other Operating Expenditures		6,859,106.14	540,690.45	7,399,796.59	7,543,388.80	7,845,652.72
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for accrual basis only)</i>	6900	9,266.67	0.00	9,266.67	9,452.00	9,641.04
Total, Capital Outlay		9,266.67	0.00	9,266.67	9,452.00	9,641.04
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	116,818.68	0.00	116,818.68		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		116,818.68	0.00	116,818.68	0.00	0.00
8. TOTAL EXPENDITURES		19,948,607.37	2,815,414.12	22,764,021.48	23,169,386.56	24,878,661.05
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,552,728.42	(913,976.21)	1,638,752.22	1,142,833.94	635,207.40

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,552,728.42	(913,976.21)	1,638,752.22	1,142,833.94	635,207.40

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: The Cottonwood School
(continued) _____
CDS #: 09-61838-0139006
Charter Approving Entity: Buckeye Union Elementary
County: El Dorado
Charter #: 1964
Fiscal Year: 2020/21

F. FUND BALANCE, RESERVES

1. Beginning Fund Balance
 - a. As of July 1
 - b. Adjustments/Restatements
 - c. Adjusted Beginning Balance
2. Ending Fund Balance, June 30 (E + F.1.c.)

Components of Ending Fund Balance:

a. Nonspendable

Revolving Cash (equals object 9130)

Stores (equals object 9320)

Prepaid Expenditures (equals object 9330)

All Others

b. Restricted

c. Committed

Stabilization Arrangements

Other Commitments

d. Assigned

Other Assignments

e. Unassigned/Unappropriated

Reserve for Economic Uncertainties

Unassigned/Unappropriated Amount

9791	1,746,967.37	9,752.00	1,756,719.37	3,395,471.59	4,538,305.53
9793, 9795	0.00	0.00	0.00	0.00	0.00
	1,746,967.37	9,752.00	1,756,719.37	3,395,471.59	4,538,305.53
	4,299,695.79	(904,224.21)	3,395,471.59	4,538,305.53	5,173,512.93
9711	0.00	0.00	0.00	0.00	0.00
9712	0.00	0.00	0.00	0.00	0.00
9713	0.00	0.00	0.00	0.00	0.00
9719	0.00	0.00	0.00	0.00	0.00
9740		0.00	0.00	0.00	0.00
9750	0.00	0.00	0.00	0.00	0.00
9760	0.00	0.00	0.00	0.00	0.00
9780	0.00	0.00	0.00	0.00	0.00
9789	1,138,201.07	0.00	1,138,201.07	1,158,469.33	1,243,933.05
9790	3,161,494.72	(904,224.21)	2,257,270.51	3,379,836.20	3,929,579.88

Cover Sheet

Budget Overview for Parents

Section: III. Finance
Item: C. Budget Overview for Parents
Purpose: Vote
Submitted by:
Related Material:
Budget_Overview_for_Parents_2020-21___LCAP___LCaP-_Cottonwood.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Cottonwood School

CDS Code: 09 61838 0139006

School Year: 2020-2021

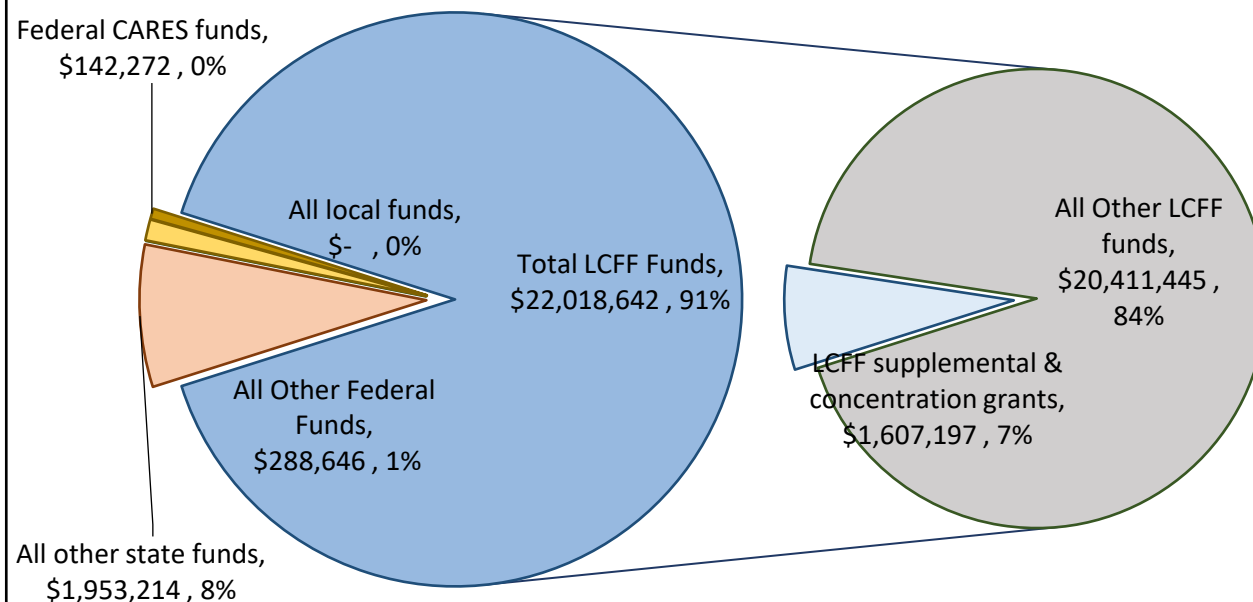
LEA contact information: Cindy Garcia

cindy.garcia@cottonwood.school

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

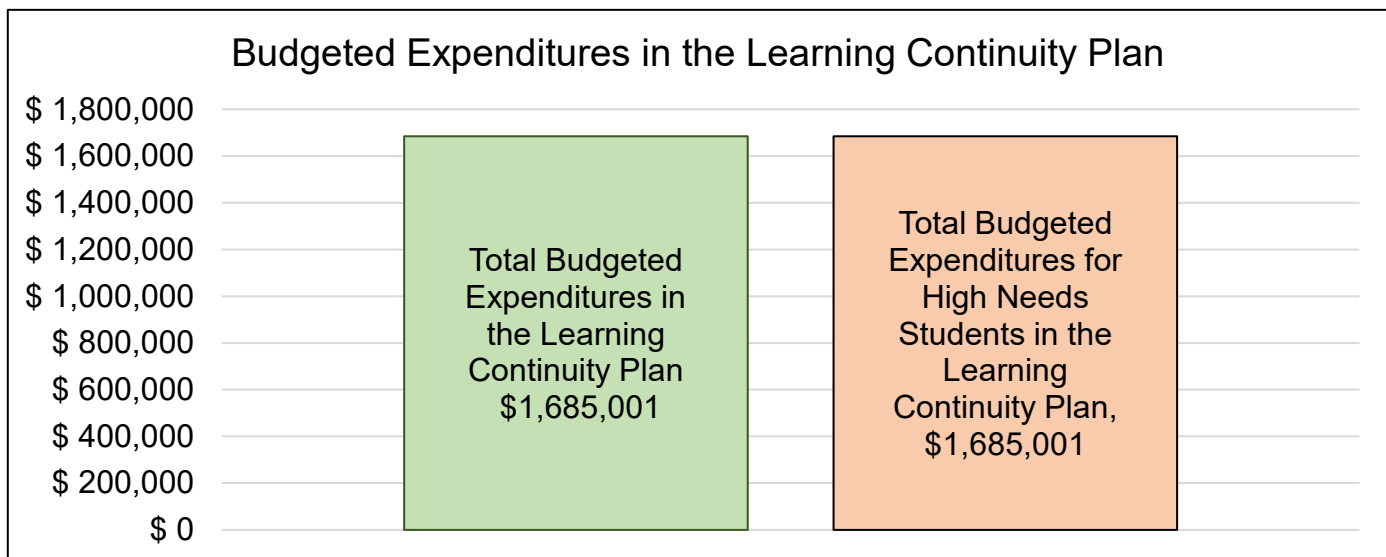


This chart shows the total general purpose revenue The Cottonwood School expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The total revenue projected for The Cottonwood School is \$24,402,774.31, of which \$22,018,642.00 is Local Control Funding Formula (LCFF) funds, \$1,953,214.40 is other state funds, \$0.00 is local funds, and \$430,917.91 is federal funds. Of the \$430,917.91 in federal funds, \$142,272.00 are federal CARES Act funds. Of the \$22,018,642.00 in LCFF Funds, \$1,607,197.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much The Cottonwood School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

The Cottonwood School plans to spend \$22,764,021.00 for the 2020-2021 school year. Of that amount, \$1,685,001.00 is tied to actions/services in the Learning Continuity Plan and \$21,079,020.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs.

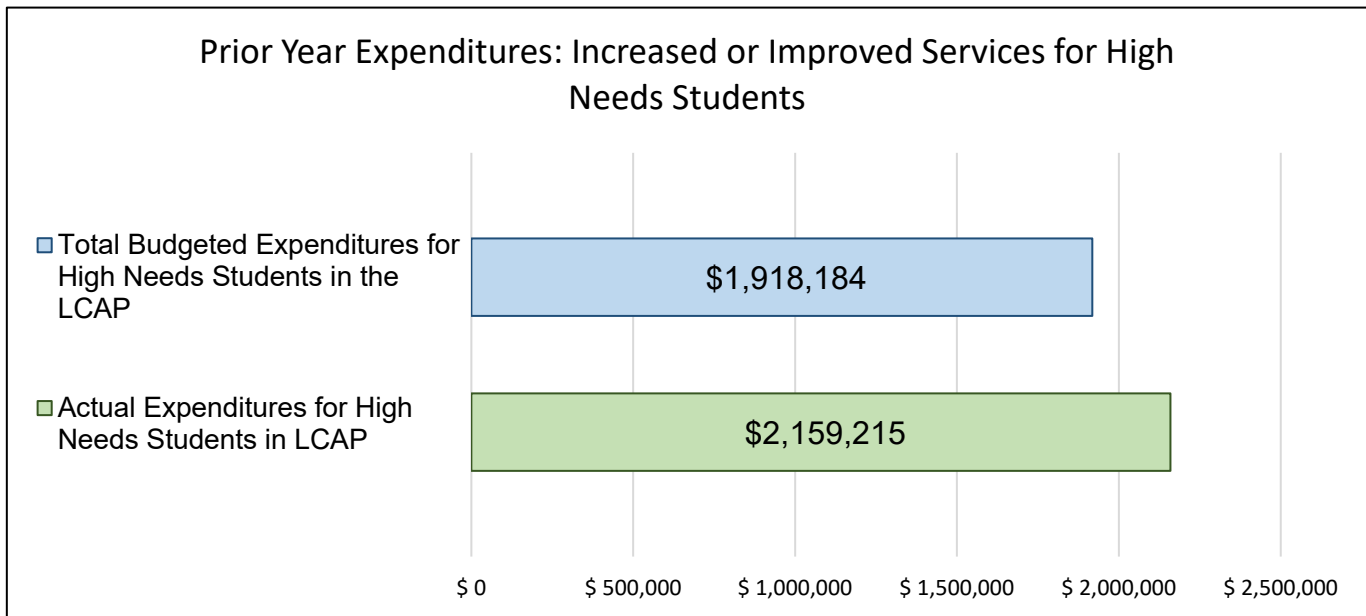
Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

LCFF Budget Overview for Parents

In 2020-2021, The Cottonwood School is projecting it will receive \$1,607,197.00 based on the enrollment of foster youth, English learner, and low-income students. The Cottonwood School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. The Cottonwood School plans to spend \$1,685,001.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what The Cottonwood School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what The Cottonwood School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, The Cottonwood School's LCAP budgeted \$1,918,184.00 for planned actions to increase or improve services for high needs students. The Cottonwood School actually spent \$2,159,215.24 for actions to increase or improve services for high needs students in 2019-2020.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cottonwood Charter School

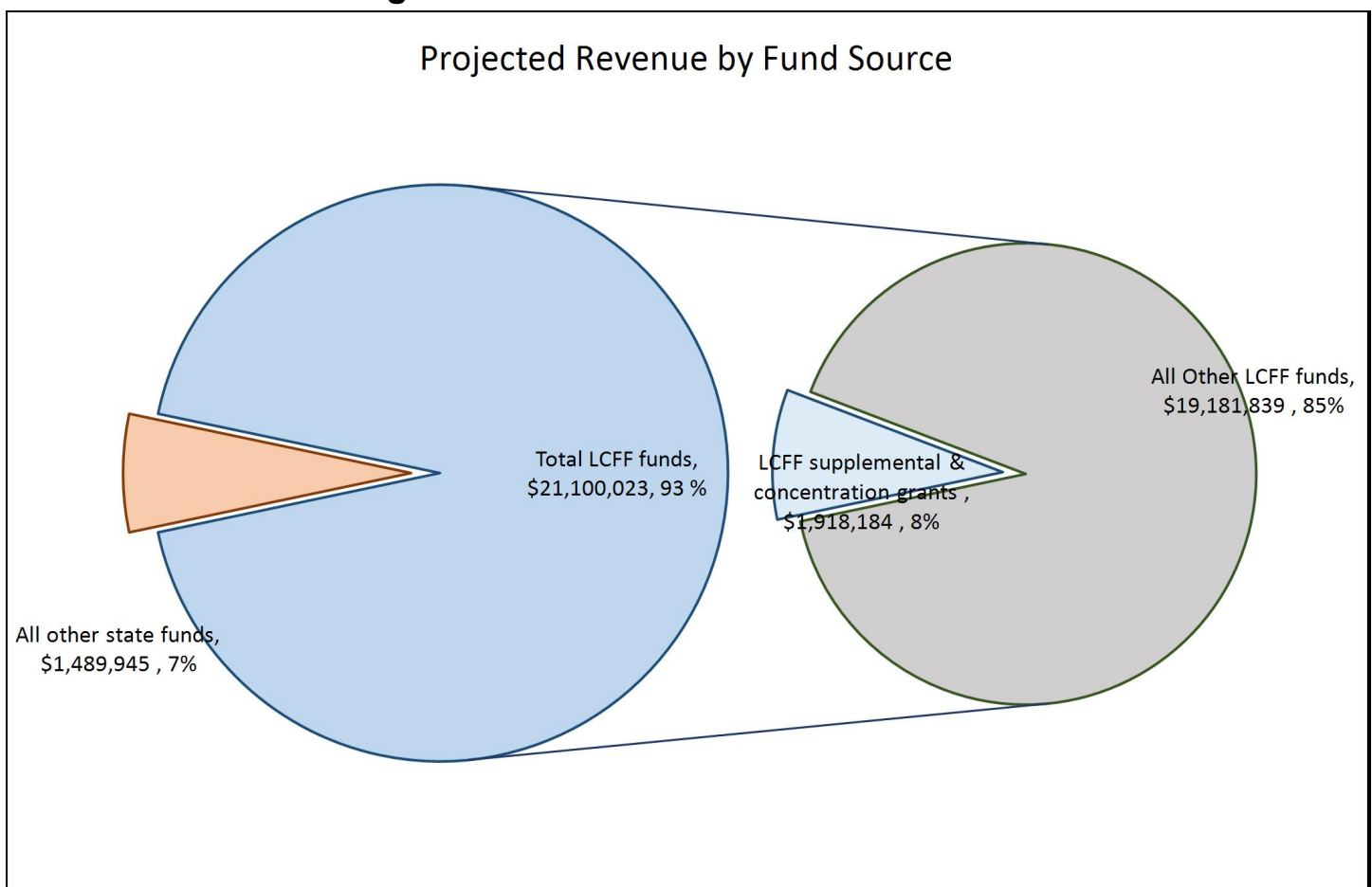
CDS Code: 09 61838 0139006

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jenell Sherman, Senior Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

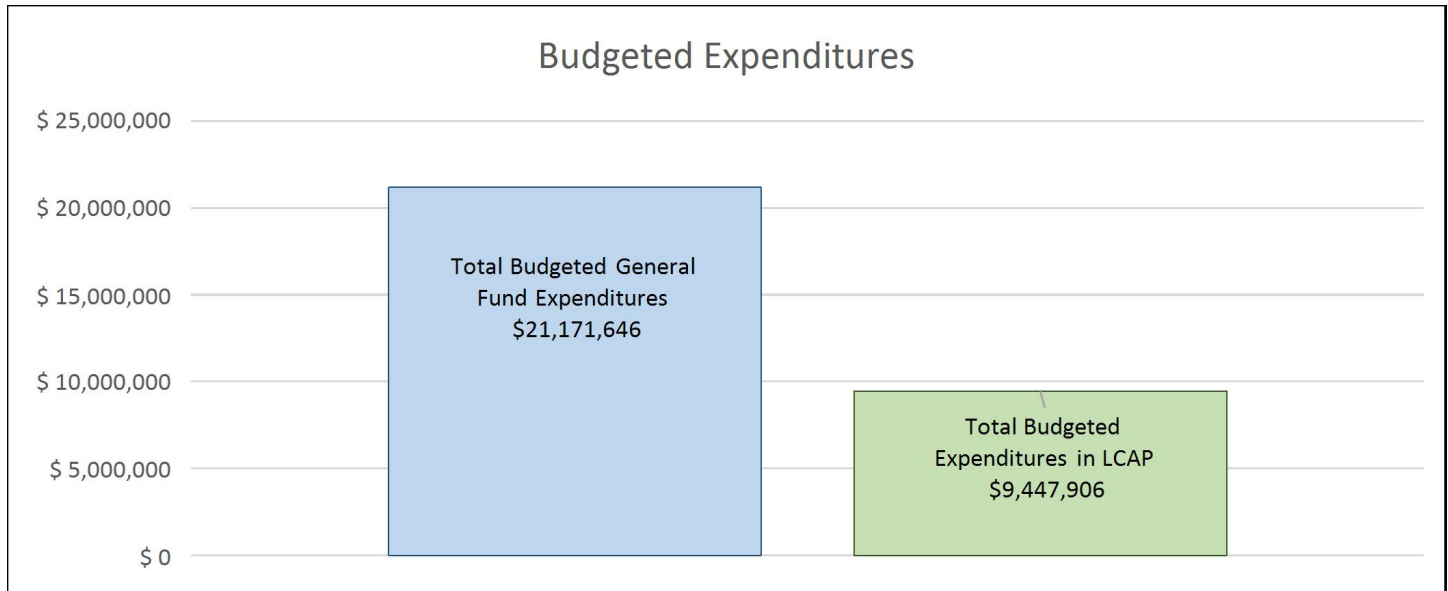


This chart shows the total general purpose revenue Cottonwood Charter School expects to receive in the coming year from all sources.

The total revenue projected for Cottonwood Charter School is \$22,589,968, of which \$21,100,023 is Local Control Funding Formula (LCFF), \$1,489,945 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$21,100,023 in LCFF Funds, \$1,918,184 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cottonwood Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Cottonwood Charter School plans to spend \$21,171,646 for the 2019-20 school year. Of that amount, \$9,447,906 is tied to actions/services in the LCAP and \$11,723,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

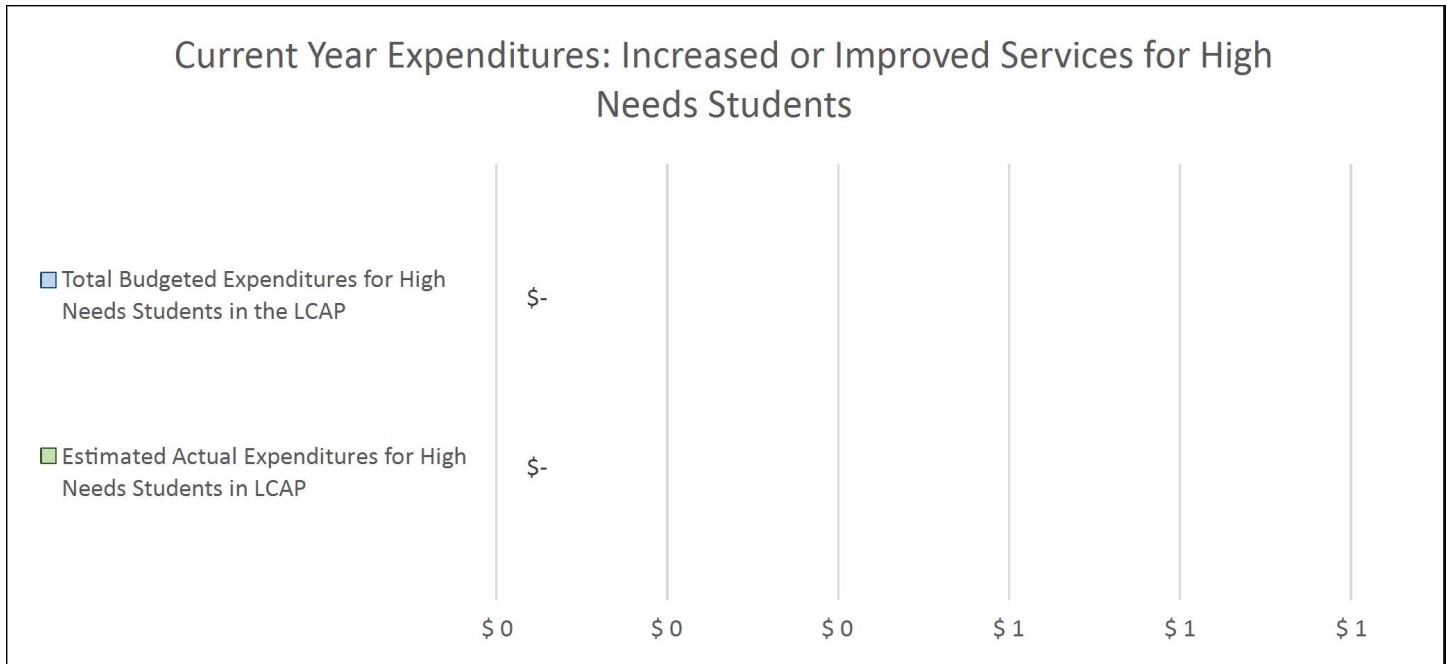
Classified salaries/benefits, administrator salaries/benefits, instructional materials, operations, professional services, and facility-related costs. The cost of our instructional materials is significant because we offer a variety of educational platforms including online courses, blended models of online course work, educational enrichment opportunities, and individual tutoring services.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Cottonwood Charter School is projecting it will receive \$1,918,184 based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Cottonwood Charter School plans to spend \$1,918,184 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Cottonwood Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cottonwood Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Cottonwood Charter School's LCAP budgeted \$N/A for planned actions to increase or improve services for high needs students. Cottonwood Charter School estimates that it will actually spend \$N/A for actions to increase or improve services for high needs students in 2018-19.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name

Cottonwood Charter School

Contact Name and Title

Jenell Sherman
Senior Director

Email and Phone

jenell@inspireschools.org
916-532-5923

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Cottonwood is a tuition-free public charter school offering personalized student learning in grades TK through 12. Our mission is to provide educational options including Montessori-based pathways and other personalized educational pathways to meet each student's needs and interests. The Montessori-based pathways include both a homeschool program and a classroom-based personalized learning experience grounded in Montessori philosophy. Students have the option of choosing from online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

LCAP Highlights

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

Although this is our first year of operation, we will focus on our four-year graduation rate and performance on state assessments through the following actions:

- Implement four-year graduation rate needs assessment and root cause analysis including related professional development (Goal 4, Action 1)
- Implement Project Recovery for students, particularly for unduplicated students including those who are English Learners, Foster Youth, or have a low socio-economic background. (Goal 4, Action 4); and
- Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or district diagnostic assessments (Goal 2, Action 4)

Review of Performance

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

Greatest Progress

Because we are opening this year, we do not have California School Dashboard results to measure our performance. We look forward to analyzing our Dashboard results next year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

We are expecting to receive our initial California School Dashboard results in December 2020 and will assess our greatest needs at that point.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

This is our first year and thus do not expect to receive any California Dashboard results until 2020. When released, we will review Dashboard results to discern whether we are experiencing any performance gaps among student groups.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

We plan to engage with our stakeholders regularly to review goals, progress toward goals and follow up to support all students.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

2019-2020 will be the school's first year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

Identified Need:

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers appropriately credentialed and assigned.	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Percent of students who have access to a computer.	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

All Schools
Specific Grade Spans: K-12

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Ensure teachers are appropriate
credentialed and assigned.

Budgeted Expenditures

Amount			\$5,880,000
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$48,000
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Provide access to broad course of study such as VAPA courses and enrichment opportunities

Budgeted Expenditures

Amount			\$1,477,310
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Reference new account 5106 Other Educational Consultants

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

Identified Need:

In our initial year, this goal is focused on our performance on the California School Dashboard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	Baseline will be based on 19- 20 results	N/A	N/A	TBD
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	Baseline will be based on 19- 20 results	N/A	N/A	TBD
The percentage of Inspire students meeting	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
or exceeding standards on CAASPP Mathematics assessments, including all subgroups				
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Baseline will be based on 19- 20 results	N/A	N/A	TBD
At least 10% of EL students will reclassify	Baseline will be based on 19- 20 results	N/A	N/A	TBD
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	Baseline will be based on 19- 20 results	N/A	N/A	TBD
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Budgeted Expenditures

Amount			\$60,844
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]
--

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]
--

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

--

Select from New, Modified, or Unchanged for 2018-19

--

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$67,914
Source			LCFF
Budget Reference			4000-4999: Books And Supplies See software costs listed in goal 1 action 4

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$156,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Targeted Professional Development for
teachers to support students who are
performing below grade level standard on
the Smarter Balance Assessment or
STAR360 in ELA and Mathematics**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from English Learners, Foster Youth,
and/or Low Income)**Scope of Services:**(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))**Location(s):**(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)**Actions/Services**Select from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In our initial year, the purpose of this goal to increase our students' college and career readiness including the implementation of vertically aligned CTE pathways, college-level courses, and completion of A-G course sequences.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students taking college level courses (concurrent enrollment or within community colleges)	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of Career Technical Pathways	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Percent of students that pass AP examination with a score of 3 or higher	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		Increase number of vertically aligned CTE Pathways

Budgeted Expenditures

Amount			0
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries No additional expenses

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action Unchanged Action
		Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.

Budgeted Expenditures

Amount			0
Source			LCFF
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional/consulting and operating expenditures/costs included in Goal 1, Action 2

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.

Budgeted Expenditures

Amount

0

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel Salaries
Costs included in Goal 1, Action 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
------	----------------	----------------	----------------

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: • Parent Involvement and Engagement • School Climate Survey

Identified Need:

The focus of this Goal in our initial year is on our four-year cohort high school graduation rate and engagement of stakeholders.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students participating in Enrichment opportunities as measured by student enrollment	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Increased student participation academic and leadership opportunities such as Yearbook Committee,	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Council, Meet the Masters based on student sign in				
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Maintain chronic absenteeism rate at 0%.	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Maintain the rate of pupil suspension and expulsions rates.	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Increase high school cohort graduation rate	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Decrease the high school cohort dropout rate	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Decrease the middle school dropout rate	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Increase parent participation rate for the school climate survey by 10%	Baseline will be based on 19- 20 results	N/A	N/A	TBD
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	Baseline will be based on 19- 20 results	N/A	N/A	TBD

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Implement four-year graduation rate needs assessment and root cause analysis including related professional development

Budgeted Expenditures

Amount

0

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel Salaries
No additional costs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$156,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 3

[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

All Schools
Specific Grade Spans: K-12
[Add Location(s) selection here]

Actions/Services

		New Action
		Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs

Budgeted Expenditures

Amount			\$156,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$300,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

		Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.
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Budgeted Expenditures

Amount			\$1,150,184
Source			Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 6

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Maintain updated FAQs, policies, and program descriptions on school website

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,918,184

Percentage to Increase or Improve Services

10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We will use supplemental and concentration funds to augment supports and services to principally benefit targeted unduplicated groups including English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students in a school-wide manner.

We have made a concerted effort to analyze the unique academic, social, and emotional needs of students with an EL, FY, or SED background. The supplemental and concentration funds identified in our LCAP effectively support the needs of our unduplicated students by supporting/augmenting the following actions/services:

- Parent liaison position-this position addresses specific needs of unduplicated students including augmented communication with their families (Goal 4,

Action 2)

- Foster/homeless youth liaison position- this position addresses the specific needs of foster/homeless youth including proactive monitoring of socio-

emotional needs (Goal 4, Action 3)

- Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction (Goal 2, Action 3)

- Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year to decrease the dropout rates in middle and high school (Goal 4, Action 4)
- Increase opportunities for unduplicated students to participate in leadership and academic events to develop confidence and skills (Goal 4, Action 5)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	0.00	9,452,252.00	9,452,252.00
	0.00	0.00	0.00	0.00	48,000.00	48,000.00
LCFF	0.00	0.00	0.00	0.00	7,486,068.00	7,486,068.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	1,918,184.00	1,918,184.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	0.00	9,452,252.00	9,452,252.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	6,648,000.00	6,648,000.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	128,758.00	128,758.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	1,477,310.00	1,477,310.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	1,198,184.00	1,198,184.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	0.00	9,452,252.00	9,452,252.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	5,880,000.00	5,880,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	768,000.00	768,000.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	128,758.00	128,758.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	1,477,310.00	1,477,310.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	48,000.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	1,150,184.00	1,150,184.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00	7,405,310.00	7,405,310.00
Goal 2	0.00	0.00	0.00	0.00	284,758.00	284,758.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00	1,762,184.00	1,762,184.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Interim Executive Director	cindy.garcia@cottonwood.school

General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.

The Cottonwood School (Cottonwood) is a transitional kindergarten through twelfth (TK-12 grade) independent study/home school and site based charter school. On March 17, 2020, our Board approved to physically close Cottonwood School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on March 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We worked to prepare for a safe and successful fall reopening that considers current challenges.

The school closure due to COVID-19 has affected students physically, socially, emotionally, and educationally. Additionally, families and staff have been adversely affected by these extraordinary times. The closure of school has challenged students and families in all aspects of their lives. From access to basic services such as technology and connectivity to expansive consequences like increased unemployment which affect food security and housing, families are having to take on multiple roles. Our site-based high school program is greatly impacted by the increased isolation from peers and the entire school community. Our home study program is also impacted by increased isolation due to lack of social educational opportunities. In addition to the increased stress of these extraordinary times, instruction including pacing, methods, and assessments has shifted forcing students, families, and staff to take on another stressor.

Typically, the non-classroom-based independent study program offers a variety of independent-study learning options, including online, distance, and in person. Given the number of our homeschooling families, we also emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. We ensure students are engaged in appropriate educational activities on instructional days and assess the time value of independent work as well as the quality of contemporaneous work samples. We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Our curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Although the majority of home school

online teaching and learning continued as it did before COVID-19 important aspects of the program have been affected primarily the Place Based Learning. The school continued during the school closure to engage in the use of virtual tools, which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

Typically, the site-based high school utilizes Project Based Learning, Experiential Learning, Field Trips and Field Studies to engage students in learning inside and outside of the classroom. COVID-19 forced the site-based high school program to transition to a virtual/distance learning model. The effect of this move has impacted how students, teachers and staff communicate, educate, and learn.

The Cottonwood School recognizes the additional challenges involved to meet the needs of students; physically, socially, emotionally, and educationally during this extraordinary time. The Cottonwood School understands the need to be mindful and consistent is even greater because of additional challenges distance learning brings to delivering instructional programs. All programs continue to provide access based on individual need including students with special needs, English Learners, Foster Youth, and Homeless students. Professional development for teachers will continue to promote distance learning, Multi-Tiered Systems of Support and prioritized content standards.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback

The Cottonwood School sent letters to staff and parents/guardians to inform of the COVID 19 closure. A survey, for staff and families to provide feedback on the closure of the school, gathered information on the additional needs staff, students and families have due to COVID-19—physically, socially, emotionally, and educationally. Seven percent of our population speak a language other than English thus the survey was available in English, Spanish and Russian.

The site-based program called all families to inform them of the school closure, the distance learning plan and to address concerns. In addition to initial direct communication, the site-based staff made themselves available to answer questions and listen to feedback and adjust accordingly.

Board members were actively involved in the decision when and the process of how the school closed due COVID-19. The LCP was introduced at a board meeting providing the requirements and timeline to all stakeholders. Following that board meeting a draft of the LCP along with the instructions was posted online. TCS's public hearing on the LCP provided an opportunity for stakeholders to provide feedback.

A description of the options provided for remote participation in public meetings and public hearings.

Beginning in March 2020, all Cottonwood's board meetings and public hearings have been conducted on a virtual webinar platform (Zoom). All links and phone numbers to access Board Meetings are provided on both the Board Agenda and Packet. Individuals in attendance can ask questions and make public comments for items both on and not on the meeting agenda. Chat comments are saved and reviewed by TCS leadership. Information and announcements for these meetings are placed prominently on the school's website, and public notice for these meetings is provided 72 hours in advance along with the agenda. Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved.

A summary of the feedback provided by specific stakeholder groups.

The Cottonwood School received feedback regarding our Learning Continuity and Attendance Plan from parents and staff. Staff prioritized providing support and resources to all students. Staff highlighted the need for additional intervention and support for struggling students.

Themes emerged around supporting English learners with a focus on English Language Development. Staff emphasized the need for support in the use of technology. Staff shared the need to ensure students have the resources to access online curriculum. Staff also shared their want of exposure to a variety of enrichment activities that will take the place of Place Based Learning families, students and staff have relied on prior to the closure of COVID 19.

Providing professional development on digital platforms such as Zoom, Schoology and Google Classroom to ensure internet safety, effective instruction and student engagement emerged as a high priority. Synchronous instruction was identified by staff as an area of growth to meet students where they are at and to move them forward.

Staff indicated challenges and strengths of providing services and assessments related to the needs of students with disabilities during the COVID 19 school closure.

Social and emotional wellbeing for all—students and staff—is an ongoing need. Exploring ways to meet the needs of our school community is of utmost importance, the stakeholder groups shared.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

Our stakeholder feedback informed our Learning Continuity and Attendance Plan in the following manner: The Cottonwood School continues to explore and implement instructional materials and assessment tools to support instruction in Mathematics, English, English Language Development and other content areas. Additional supports are enhanced to support students with technology. Supporting students in their social emotional needs is a priority. Online curriculum including Everfi and web pages on growth mindset are a few options to support home study students. The site-based program works to support students through assigning an advisory to each student. The

advisor supports the student physically, academically, emotionally and socially through advisory and through day to day interactions on zoom.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

The Cottonwood School is a site-based and an independent/home study charter school. Prior to school closure in March 2020, the home school teachers met in-person with their students on a regular basis. In-person tutoring was also provided through our service vendors and staff. The site-based high school was on campus five days a week from 8am to 2:30pm. In response to the CDE health guidelines due the pandemic, all programs transitioned to a virtual model. The independent/home study program met with tutors providing live support online. The site-based program continued to meet daily from 8:30am to 1:00pm albeit virtually. With the transition to the virtual model we realize that learning loss did occur.

Cottonwood is following county, local health departments, and state guidelines related to school opening and when to offer safe in-person instructional services. Safety measures will be employed, such as sanitization of work areas and social distancing. Additionally, Cottonwood will utilize a “return-to-work” plan that consists of phasing staff back on-site in a controlled model based on CDC guidelines and the impact of Covid-19 in Cottonwood’s geographical areas to ensure the safety of staff and students.

Modes of instruction

When it is deemed safe to return to teacher in-person meetings for the independent/home study program and to classroom-based instruction for the site-based program the modes of instruction will be:

The independent/home study program will offer in person visits as well as virtual visits to provide options for students and families. The home study teacher will continue to use zoom, Schoology, Google classroom so that all students will have access to their home study teacher whether virtual or in-person.

The site-based school will offer three different learning models: fusion, synergy, distance learning.

Fusion is the tradition five day a week classroom-based instruction. This model will have the appropriate 6 feet apart spacing between students in all classrooms. This will allow for a percentage of the site-based population to have the continuity of daily in-person instruction and daily interaction with peers and teachers. Zoom break-out rooms will allow for students to continue project-based learning.

Synergy is two times a week on campus. 9th and 10th grade students will attend classes on opposite days of the 11th and 12th grade students. Deep cleaning between days will occur. Zoom break-out rooms will allow for students to continue project-based learning. The days students are not on campus they will be able to join instruction via zoom or access the recorded session on their own. Teachers will hold office hours daily.

Distance learning will continue for all students who choose to remain off-campus. Students will be able to join instruction via zoom or access the recorded session on their own. Teachers will hold office hours daily.

Staffing

The Cottonwood School will ensure counselors, special education staff, and other support staff are actively monitor our students when school resumes. This monitoring includes assessing the potential need of social, emotional and academic supports and then identifying and offering interventions to meet the needs of each student.

Staff can accommodate student needs in-person, during classroom-based instruction as well as in a virtual setting; many staff have been providing the virtual setting experience for our students already.

Plan to Mitigate Transmission

Physical distancing will be practiced. All will be expected to keep six-feet apart and the site-based program will ensure that the classroom setting keeps students six-feet apart.

Face shields will be required unless the developmental age of the student warrants otherwise. Also, if a medical condition triumphs wearing a face shield. The mandate of face shields applies to teachers and students alike.

In-person visit locations and site-based classrooms teachers will require and model good hygiene. All classrooms will be deep cleaned daily.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Cottonwood will monitor local and state guidelines related to in-person offerings. To increase and improve services, technology and professional development will be provided to staff and students.	\$5,000	Y

Expenditures associated with researching and access to virtual access to community resources.

\$4,500

Y

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

The Cottonwood School continues to use the mission and vision of the programs to guide and drive the instruction providing continuity through this challenging time.

Virtual Learning Options/Distance Learning Options

The non classroom based independent study program will continue the delivery options parents and students are accustomed to pre-COVID. Our current distance learning format has not changed. In addition to the plethora of choices already in place prior to COVID 19 in the home study program, two new programs for our middle to high school students have been added: Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). Both programs provide direct instruction via zoom two times a week. Independent study work is assigned with a credentialed teacher helping guide and assess students throughout the duration of the course. Schoology is the technology vehicle used to communicate with students and teachers between zoom meetings. JHVA offers courses in math, language arts, science, study skills, and growth mindset with a focus using The Big Life Journal, along with teaching basic digital literacy skills. The HSVA has live online courses where students login for one to two hours each for an instructional session. In both programs teachers monitor and assess each student's engagement and academic performance and achievement. Teachers regularly communicate with students through email, zoom meetings, phone calls to help, to encourage, to guide students. We have also infused trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and social unrest. More details are in subsequent sections, including those specific learning loss and mental health and social and mental well being. When and If the county guidelines allow for in-person instruction/activities, we will add similar supports in person as needed.

The site-based program through daily zoom classes continues to provide the full curriculum that is based on CA standards. Teachers utilize Schoology to communicate with students, to provide access to all curriculums and to differentiate instruction. All students are required to attend zoom classes daily, and all teachers participate in a collaboration time on zoom daily where students can get additional help, ask questions and work collaboratively with other students. Teachers are in contact with parents immediately if a student is absent. We have also infused trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and social unrest.

Technology and Instruction

All TCS students have access to devices and if connectivity issues for distance learning occur TCS provides hotspots for students and staff.

Staff assignments have remained consistent throughout and so, too, the delivery of instruction. Professional development is designed to ensure all staff is technology savvy; teacher leaders support staff with technology issues and distance learning instruction. All non-classroom based staff supports the teaching staff and students to ensure our programs are consistent and are meeting the requirements of distance learning.

Instructional Strategies

The Classroom based program uses a variety of instructional tools to support all students. Math tools to support the students included Achieve the Core, Standards Focus by Grade Level Guide and the Coherence Map. We also use tools from Student Achievement Partners, including the 2020-21 Priority Instructional Content in ELA/literacy and Mathematics. Along with focusing on essential learning priorities, we administer academic supports or scaffolds to help students access content, concepts, and skills. Examples of scaffolding for literacy include: use text sets and systemically order text from less to more complex to build students background knowledge; use varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support students in comprehending; building vocabulary with a focus on words that are key to text comprehension; differentiated support for individual or small groups of students depending on their needs. (This approach differs from isolated remediation focused on the previous year's curriculum.) In math, we use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding and or instructional supports. *Understand* is teachers understand the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. *Diagnose* is having an accurate understanding of each students' level of comprehension. To do this, teachers engage in comprehensive formative assessments and review the results of diagnostic and interim assessments. *Take Action* is planning for and appropriately implementing needed supports/scaffolds during a lesson.

For our non-classroom-based independent study students, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified home school teacher (HST) is assigned to a family and schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed.

We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

We did not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximizes synchronous instructional time with teachers and other students, as well as on-demand or asynchronous approaches. In this way, time on task is viewed as a variable while learning is constant. Considering the effects of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the adverse effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Students have access to devices such as laptops and Chromebooks to access their curriculum. Students can receive a free portable wireless internet connection (MiFi) from the school to use for access to the internet if connectivity is an issue. The Cottonwood School purchased chromebooks to ensure all students have a device to access curriculum and instruction. Staff attempts to hand-delivered computers and hard copies of the curriculum to students (and their caregivers) living domestic violence shelters as needed. In addition, families are provided with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

Home study students at The Cottonwood School have options for instruction. Each option has specific ways to assess and address the time value of the work as well as capturing attendance for the work and time value that is completed. The teachers assess student participation weekly and then monthly. Site-based students have choice as well when showing what they know and what they have or are learning. Teachers are mindful that all aspects of assessment--formative and summative--are important when measuring participation and learning growth.

Upon enrollment in the home study program, we assign an appropriately certified homeschool teacher (HST) to a family to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support, to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. The site-based program has advisors which function in much the same way: providing academic and social, emotional support throughout the school day, week and year.

Further, our academic intervention supports are part of our overall school support structure, commonly known as Multi-tiered systems of support (MTSS). We supplement, when appropriate, our curriculum with intervention materials to ensure each student receives appropriate support. For example, students with exceptional learning or emotional needs may not have their individual needs met through universal supports. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our home study families/students choose conventional courses led by a credentialed teacher such as Edgenuity or choose to be in programs like JHVA, HSVA that offer similar courses. Some of our students choose to enroll in college courses--dual enrollment. We monitor the participation of students enrolled in college courses particularly during this time of distance learning-based curriculum even at the college level.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Cottonwood will continue to provide professional development (PD) to ensure all staff is equipped to deliver appropriate instruction and support during the COVID-19 pandemic; with the understanding for the need to provide unique ways to instruct and support students academically and socially and emotionally during this extraordinary time. Our staff is utilizing Google Classroom for PD. A focus of PD is teaching tips and tricks on connecting with students and parents, assessing and monitoring learning progress while in a virtual setting. Another PD focused on creating a work-life balance with optional ongoing small group focus groups for the staff. Ongoing teacher training and support with office hours hosted by Teacher Trainers and High School Success Coordinators are held regularly as is team support led by teacher leaders. Along with consistent PD and support groups, weekly team newsletters and daily communications keep staff abreast during this dynamic time.

Staff has been trained and has access to Google Classroom. Google Classroom is one method we use to meet with students and families. Training was provided through spring and summer and will be ongoing throughout the 2020/21 school year.

Virtual classroom space has been made available (Google Classroom) and is set up for all of our students enrolled in the home study program; this allows the students to interact with their teachers and to access content and instruction. The site-based program utilizes Google Classroom, Zoom rooms, and Schoology to teach and support students during this distant learning time.

Ongoing teacher training occurs monthly in a virtual environment where staff participate in learning related to virtual teaching strategies and supports, as well as learn how to provide instruction and curriculum through a variety of digital platforms. All training on strategies for the instruction are provided virtually; there will be no in-person training until it is safe to do so.

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

Due to the move to virtual platforms for instruction and enrichment activities, numerous staff created alternatives for enrichment, to comply with the new requirement as a result of COVID-19. Staff who previously engaged in activities such as in-person testing, community events, and other in-person activities have been redeployed. These staff are assisting with other schoolwide activities that support students, families, and staff, which allow students to have complete access to educational opportunities. This year our staff has added contribution teams to focus on Parent Education, Academic Engagement, Communication, Professional Learning, and Teacher Training. A new family resource site has been developed with current news and information, along with community, academic and other resources to support families. Regional Coordinators will support the mental health of staff and students. Surveys of teacher teams will occur throughout the year with an anonymous survey on needs for teachers. Leadership team will connect with staff such as with one on one calls, "check ins", email, mail, and virtual meetings. Work life balance sessions, tools and focus are in the Professional Development and throughout monthly teacher meetings. Focus on clear and timely communication of duties and responsibilities as to now overwhelm staff.

Staff have also worked on the provision and facilitation of online and on-demand support for curriculum and virtual enrichment activities with a variety of community partners, allowing for further continuity of support. Cottonwood has a School Psychologist who works to support students' mental health and social/emotional needs. Our High School counselor works with students and teachers to develop and support students' personalized learning plans tailored to students' specific needs academically and socially/emotionally.

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Students who are English learners

For English learners we continue to facilitate structured opportunities to practice English with classmates and teachers through daily online instruction. Additionally, our learning supports/scaffolding focuses on the increasing use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on delivering improved language models-such as sentence frames and starters. EL students will be encouraged to attend the CC Events by their EL designee. CC's work in grade level spans to make sure offerings are plentiful for all ages. CC's will offer a predictable schedule of workshops so parents/students can plan ahead to attend. EL students are offered recommended Curriculum with builds in ELD instruction and offers access to technology. Cottonwood will continue to gather input from stakeholders through teacher relationships, surveys and ELAC and DLAC meetings.

Pupils with exceptional needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and are intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also attempting to find a way to administer assessments virtually as needed optimally.

For students with exceptional needs, we collaborate with families to determine how best to administer services and to monitor IEP goals. Cottonwood has 8.5% of its population identified as students with exceptional needs. For 2020/21, Cottonwood has a complement of certificated staff to support these students.

Cottonwood is part of the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA). Our school continues to have a strong relationship with our SELPA partners. Our students' access support and services provided along the continuum of service delivery options from our SELPA partners as determined by students' Individualized Education Plans.

Students in Foster Care

For students in foster care, we maximize instructional flexibility and support. Students in foster care may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and collaborate with students and families to avoid any unnecessary academic penalty related to matters beyond their control. We also increase outreach and coordination with community resources. Community Connections will offer virtual events and workshops that are accessible and offer social language development. Cottonwood has a full-time Student Support Program Specialist who specifically supports a variety of students with unique needs, including foster youth. The student services team, in conjunction with our program specialist, work to ensure students have access to a variety of services and supports. The student services team provides resources for a variety of needs, which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies that can provide additional support for students and families. Our student services team is making strategic outreach calls to ensure that students and families are aware of the availability of resources for basic needs, such as food and shelter, in their unique communities. These provide and assist with academics and access to online coursework.

Students Experiencing Homelessness

For homeless youth, we maximize instructional flexibility and support. Students experiencing homelessness, or struggling with poverty may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and collaborate with students and families to avoid any unnecessary academic penalty related to matters beyond their control. We also increase outreach and coordination with community resources. Community Connections will offer virtual events and workshops that are accessible and offer social language development. The Student Support Program Specialist with the Student Services Team will provide continued resources related to food, shelter, and other basic necessities for our students and families in this demographic. The Student Support Program Specialist/Student Services Team provides resources to support a variety of needs, which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies to provide assistance for students and families. Additionally, there will be school training in the area of trauma-informed practices for impacted staff, students, and families. These services specifically address the needs of these students to increase their academic outcomes.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format, including new Professional Development Coordinator	\$5,500	Y
Internal Common assessments to measure student progress and identify areas our students are struggling in.	\$35,556	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress.	\$31,350	Y
Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$50,000	Y
Cottonwood will provide MiFi (mobile internet connection) to English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs at no	\$20,160	Y

cost. This will provide access to the internet and online curriculum, online community partners and other resources to support students in academic progress.		
Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum. Including Brainpop and Brainpop ELL	\$23,733	Y
Costs to implement CC program include hot spots for connectivity, web cameras/tripods for the Community Coordinators Costs associated with staff	\$1,800	N

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Due to school closures, waiver of ESSA requirements and the effects of the pandemic, some of our students were unable to complete their ELPACs, and some did not complete our STAR360 interim assessment cycle. The validity of spring 2020 common assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Although there are no standardized test results for the 19-20 school year which is used to measure individual pupil proficiency growth, we cannot wait for 2021 Dashboard results (assuming there is one) to measure the effectiveness of our strategies. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our common assessment to formulate a general understanding of how students are progressing toward understanding State content standards.

The results of these assessments may influence our grade and course scope and sequences. However, for a balanced assessment, we rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation of student proficiency during a lesson. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, student to student discussions when possible, etc. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

The Cottonwood school provides standards based curriculum and offers instruction in all key content areas to address student learning loss and provide academic growth. Student academic plans are created with their teachers and counselors that allows them to personalize

standard achievement plans and provide interventions for students as they are progressing throughout the school year. This allows staff to support in-progress monitoring of students and to provide supports for the whole child as appropriate.

The Cottonwood school has over 150 vendors that provide enrichment activities in a virtual manner. The cottonwood school also provides community connections with their own teachers which includes fun activities, learning activities, community bonding activities and growth mindset. The service vendors support and enhance student learning in a variety of academic and social/emotional areas. These supports are tailored to provide extra support for our students who are English Learners, Low Income, and Foster Youth as our plans determine specific needs and other areas of growth.

The Cottonwood school launched a growth mindset and social emotional language website for parents and teachers. It includes a curriculum that is free and useful for identifying stressors and ways to cope in a productive way.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Regular progress monitoring will occur by teaching staff in utilizing both formal and informal measures to monitor progress. Counselors will be available to support students' social/emotional and mental health needs, areas of pupil learning loss, and opportunities for accelerated growth. Cottonwood will utilize their student information system to collect data, contacts with students and families, and to house data surrounding academic progress as well as progress toward their personalized learning plans. This will allow practitioners to intervene if students are not demonstrating success.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Cottonwood will provide standards based curriculum for students to access content and instruction in order for students to progress toward standards and make academic growth	\$1,212,500	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$3,500	Y
Staff and parent training related to understanding our English Language Development strategies	\$4,000	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences	\$5,000	Y
Junior High Virtual Academy Program Coordinator	\$10,000	Y
Junior High Virtual High Academy Lead Teacher	\$8,752	Y
High School virtual Academy Program Coordinator	\$12,400	Y
Cost of math support intervention coordinator	\$30,000	Y

Cost of reading/literacy intervention coordinator	\$30,000	Y
Expenditure with the translation of communication and learning Continuity Plan	\$3,000	Y
Cost associated with teacher devices	\$50,000	Y
Costs associated with staff using internet	\$33,250	Y

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional wellbeing of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community

The Cottonwood school has a School Psychologist to focus on mental health and social-emotional well-being for students and staff. Cottonwood will Implement Tier 1 interventions (resources and activities) that follow CASEL's Five Core SEL Competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making. Tier 2 includes targeted intervention using the Everfi Virtual Social-Emotional Curriculum Everfi Course Outline. Our SEL Resources website offers for teachers and students, Covid-19 emotional support activities and resources. Our school is providing Trauma-Informed Practices information and resources and Crisis Hotlines and websites. Students' progress is monitored through the SST process. Students in Crisis offers support to students and families as they navigate crisis situations. The Students in Crisis Coordinator monitors students monthly throughout the school year. Teachers will receive the students in Crisis Presentation along with students in crisis referral form. A new program called Mindset Mondays has been created to help and support the Social Emotional Learning Components. On the first Monday of each month, Students are invited to join us for a 30-45 minute webinar with practical tools on various SEL topics. Each topic aligns with a CASEL SEL competency area. on the 3rd Monday of Each Month, Students may come and share how they've used the tools in their daily life and/or ask questions about how to use them more effectively. A Growth Mindset website has also been created to offer teachers and families a deeper understanding of Growth Mindset and provides a content hub for teachers and parents as they implement Growth Mindset practices in their student's learning environment.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

The Cottonwood school has established processes to provide students with support. Teachers continue to nurture and build close relationships with their students and are trained on how to best support their students as a whole child. The school has a student in crisis program that provides immediate mental and academic support when a family or student is in crisis. These and other supports ensure they are proactively addressing issues for students who are struggling with attendance and work completion. Teachers and their supporting administrators make continual contact with families and students not engaging in school work.

Continued support of a multitiered system of supports for our students struggling in academics and social emotional needs was launched this school year. Community Coordinators will provide student learning support by hosting workshops that include but are not limited to virtual tours of historic sites, parks and museums. Community Coordinators will offer workshops that address specific science and math standards to engage students and provide outreach during the pandemic including: Salmon Migration, Force & Motion, Measurement, Number Challenge.

Cottonwood continues to reach out to our families in their home language with messaging and surveys to obtain stakeholder input and to share all resources to help promote school engagement. We are focusing on our English Learners and their progress by monitoring all areas of their school engagement.

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

Cottonwood's non classroom based charter school is not required to offer meals to students unless students are required to attend a site-based activity for more than two hours (*Assembly Bill 1871*).

The site-based school offers shelf stable breakfast for the school population which is currently under 50 students.

Through the Students in Crisis program, Cottonwood will contact families and students experiencing homelessness to provide detailed information on how to access online content regarding resources for food, nutrition, and other services in their community.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Shelf Safe Breakfast	\$1,000	Y
School Psychologist	Cottonwood has a school Psychologist to offer aid to students in crisis and virtual mentoring for students to support their academic and growth mindset which will support them in improving their overall wellbeing and access to curriculum.	\$44,000	Y

Social-Emotional Learning/ Growth Mindset	Purchasing Big Life Journals for all students/ teacher materials and training for teachers	\$60,000	Y
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.79	\$1,590,460

Required Descriptions

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

The service delivery model and resources we provide for students are uniquely tailored to their individual needs. We ensure that academic resources and technology are provided so students are able to engage in curriculum. Parents/guardians receive individualized contact to ensure that all needs are addressed and referrals can be made for various services and support.

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

The Cottonwood school supports students who are low income, English Learners and Foster Youth in many ways that exceed costs of providing basic educational services. Students who are identified as low income may receive free MiFi's to access the internet to access standardized curriculum. They also have access to free Laptops. The Cottonwood school has designated an English Learner Coordinator to facilitate identifying and supporting students. Free online curriculum supports English Language Development for all English Learners. Teachers are trained on recommending the best curriculum for English learners. The implementation of personalized learning plans for all students address the unique needs of each of these groups. In addition to the above we provide:

- staff and parent training related trauma-informed practices
- access to community resources
- diagnostic assessments
- Intervention coordinators to analyze assessments and monitor student success, help maximize MTSS and provide resources for community resources.
- Staff and parent training related to our MTSS
- Staff and parent training related to our English Development program.

- Staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences as explained in the learning loss section, these strategies are critical to acceleration learning.

Cover Sheet

Shared Staffing Memorandum of Understanding for High School

Section:	III. Finance
Item:	D. Shared Staffing Memorandum of Understanding for High School
Purpose:	Vote
Submitted by:	
Related Material:	Central North Shared Services MOU.pdf

MEMORANDUM OF UNDERSTANDING FOR SHARED TEACHER SERVICES

This Memorandum of Understanding for Shared Teacher Services and Resources (“**MOU**”) is entered into as of July 1, 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: Monarch River Academy, Yosemite Valley Charter School, Clarksville Charter School, Feather River Charter School, The Cottonwood School, and Lake View Charter School.

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

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

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

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

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to 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. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

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

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

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

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

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

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

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

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

6. Lessor Responsibilities: In addition to any other promises and covenants identified herein,

Lessor shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.
- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.
- d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.
- e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.
- f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.
- g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.
- h. Assuming Lessor participates in CalSTRS or CalPERS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS or CalPERS purposes.
- i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).
- j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

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

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

- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.
- d. Provide a safe working environment for Shared Personnel.
- e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.
- f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.
- g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, ensuring that nonexempt Shared Personnel adhere to their schedule as provided by Lessor, including taking meal and rest periods, and ensuring nonexempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

- a. Term. The MOU is effective as of July 1, 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 under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.
- b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.
 - i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the nonpaying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.
 - ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

- iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.
- iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there 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 11 shall survive termination of this MOU.

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

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

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

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

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

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

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

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

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the “**Additional Insureds**”) under the General Liability, Workers’ Compensation, and Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor’s insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds

shall be excess to Lessor's insurance and shall not contribute to it.

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

g. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language 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 the other Party's sole negligence, sole wrongdoing or singular willful misconduct.

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

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

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

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

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

<i>To:</i> Monarch River Academy ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 sam@theenglishlearnergroup.com	<i>To:</i> Yosemite Valley Charter School ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 ljrocki@hotmail.com
<i>To:</i> Clarksville Charter School ATTN: Board President 4818 Golden Foothills Parkway #9 El Dorado Hills, CA 95762 emily95661@gmail.com	<i>To:</i> Feather River Charter School ATTN: Board President 4305 South Meridian Road Meridian, CA 95957-9647 Dbrockmyer@hotmail.com
<i>To:</i> Lake View Charter School ATTN: Board President 4672 County Road N Orland, CA 95963 Lindsay.mower@gmail.com	<i>To:</i> The Cottonwood School ATTN: Board President 7006 Rossmore Lane El Dorado Hills, CA 95762 nlorenzedd@gmail.com

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

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

of the terms of the MOU.

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

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

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

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

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

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

[Signature Page on Following Page]

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

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Yosemite Valley 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

Clarksville Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

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

Position	HSVA Coordinator
Description of Services	Duties and responsibilities include, but are not limited, to: ● Implement High School Teacher programs, HSVA and Edgenuity ● Oversee program development in the North and Central regions ● Communication lead with both programs ● Train teachers Schoology, Edgenuity, YAMM and Zoom ● Develop course descriptions, schedule and catalog ● Observe and evaluate teacher performance ● Respond to parent questions/concerns ● Hold a weekly meeting via zoom to discuss questions, concerns, training, and reminders for Virtual Academies Staff. ● HST education regarding new locally-based programs ● Assist Teachers with monitoring student compliance ● Meet with HSA&CC and AD as needed to discuss each of the schools' needs ● Work with student support and language services to create a plan to serve sub-groups ● Work with the SPED department to create a functioning plan to test SPED students

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

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

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

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

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

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

ATTACHMENT B

SHARED PERSONNEL TRACKING

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

ATTACHMENT C**Total Cost**

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

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

CLARKSVILLE CHARTER SCHOOL:

Position	Shared Personnel Costs
HQT6	\$120,434.00
HQT7	\$114,022.00

FEATHER RIVER CHARTER SCHOOL:

Position	Shared Personnel Costs
HQT9	\$104,500.00
HQT8	\$97,135.00
HQT10	\$127,833.00

LAKE VIEW CHARTER SCHOOL:

Position	Shared Personnel Costs
None	

MONARCH RIVER ACADEMY:

Position	Shared Personnel Costs
HQT11	\$103,047.21
HQT12	\$111,072.09
HQT13	\$97,283.66
HQT14	\$106,786.27

THE COTTONWOOD SCHOOL:

Position	Shared Personnel Costs
HQT1	\$95,730.56
HQT2	\$134,159.50
HQT3	\$106,853.75
HQT4	\$120,978.00
HQT5	\$47,865.28

YOSEMITE VALLEY CHARTER SCHOOL:

Position	Shared Personnel Costs
None	

Cover Sheet

Board Resolution 2020-8 Resolution to Withdraw Membership From CharterSAFE Joint Powers Authority

Section: IV. Operations
Item: A. Board Resolution 2020-8 Resolution to Withdraw Membership From
CharterSAFE Joint Powers Authority
Purpose: Vote
Submitted by:
Related Material:
Board Resolution- Withdrawing from CharterSAFE 2020-8 - Cottonwood.pdf

**RESOLUTION OF THE BOARD OF DIRECTORS OF
THE COTTONWOOD SCHOOL**

Board Resolution 2020-8
Resolution to Withdraw Membership
From CharterSAFE Joint Powers Authority

The Board of Directors (“Board”) of The Cottonwood School (“Cottonwood”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools:

WHEREAS, Cottonwood is a member of CharterSAFE, a pooled self-insurance program for elective members and maintains Workers Comp insurance through CharterSAFE; and

WHEREAS, CharterSAFE has provided a good level of service to Cottonwood, however, it is in Cottonwoods’ best interest to compare prices and offerings from other insurance providers to see if we can obtain more attractive prices and services based on the strength of our organization today; and

WHEREAS, CharterSAFE required that its members pass a Board Resolution prior to notifying its intent to withdraw from their self-insurance program. This is merely a notice that Cottonwood intends to explore alternative insurance providers and does not preclude us from continuing to obtain our insurance from CharterSAFE; and

WHEREAS, The Executive Director is hereby authorized to execute an and all documents as necessary to carry out the purposes of this resolution.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Executive Director hereby is authorized to certify this resolution.

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 8th day of December 2020.

By: _____

Cindy Garcia, Executive Director