



The Cottonwood School

Regular Scheduled Board Meeting

Date and Time

Tuesday May 18, 2021 at 6:00 PM PDT

Location

7006 Rossmore Lane
El Dorado Hills, CA 95762

Zoom Link: <https://zoom.us/j/95747874461>

Meeting ID: 957 4787 4461

Join by Phone: (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			3 m
Limited to Closed Session Agenda Items Only			
D. Closed Session Conference with Legal Counsel - Existing & Anticipated Litigation	Discuss	Representation from Young, Minney & Corr & Dr. Amanda Johnson	50 m
CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION			
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: one case.			
CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9) OAH Case No. 2021030306			
CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9)			

	Purpose	Presenter	Time
OAH Case No. 2021030347			
E. Announcement of Any Action Taken in Closed Session	Discuss	Dr. Norman Lorenz	5 m
II. Open Session - Opening Items			7:00 PM
A. Approval of the Agenda	Vote		1 m
B. Public Comments	FYI		4 m
C. Approve Minutes	Approve Minutes	Dr. Norman Lorenz	5 m
D. Executive Director's Report	FYI	Cindy Garcia	25 m
III. Academic Excellence			7:35 PM
A. SELPA Master Contract and Individual Services Agreement (ISA)	Vote	Dr. Amanda Johnson	5 m
B. Discussion and Potential Action on the Parent Engagement Policy	Vote	Ann Buxton	5 m
C. Discussion and Potential Action on the Independent Study Policy	Vote	Cindy Garcia	5 m
IV. Finance			7:50 PM
A. Discussion and Potential Action on the April Financials	Vote	Darlington Ahaiwe	10 m
B. Discussion and Potential Action on the Adoption of CalSTRS Pension2 403(b) Deferred Compensation Plan	Vote	Cindy Garcia	5 m
C. Public Hearing on the LCAP & Budget Overview for Parents (BOP)	Discuss	Ann Buxton	5 m
D. Discussion and Potential Action on the Expanded Learning Grant	Vote	Ann Buxton	5 m
E. Stipend Chart Discussion and Potential Action.	Vote	Cindy Garcia	5 m
V. Operations			8:20 PM
A. Executive Director Evaluation Process	FYI	Dr. Norman Lorenz	5 m
VI. Governance			8:25 PM
A. Board Calendar for 2021-2022	Discuss	Ann Buxton	5 m
VII. Closing Items			8:30 PM
A. Board of Directors Comments & Requests	Discuss		3 m
B. Announcement of the Next Regular Scheduled Board Meeting	FYI	Dr. Norman Lorenz	1 m
June 15, 2021			
• Closed Session: 6:00 p.m.			
• Open Session: 7:00 p.m.			

	Purpose	Presenter	Time
C. Adjourn Meeting	Vote		1 m

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Members of the public are permitted to comment on both non-agenda item matters and agenda item matters when public comment is called. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

Executive Director's Report

Section:	II. Open Session - Opening Items
Item:	D. Executive Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	May 18th Board Meeting - ED Report - Cottonwood.pdf

May 18th Cottonwood School Board Meeting



Thomas Campbell, 5th Grade

Music

Certificate of Merit
level 3 for piano

Violin

Academics

Paul Revere's
Ride-Longfellow



Languages

National French Contest,
5th grade, Silver
National German Exam,
Level 3 Gold

Interests...

Civil War History
Engineering projects
Swimming

Emilie Campbell, 7th Grade

Music

Certificate of Merit
level 6, State
Honors - 3 years

Harp

Academics

French 1 (high school)
Pentathlon
NJHS



Languages

National French Contest Level 1
High school, Gold

National German Exam,
Level 4, Gold

Interests...

Language Tutoring
First Aid
Gardening
Sewing

Student Group Spotlight at the Sitebase HS Program

Murder Mystery Project; an example of the interdisciplinary, project-based learning that is at the heart of the program

English and Theater

In English, students identify claims and supporting evidence while reading of Mary Roach's 2003 work, *Stiff-The Curious Lives of Cadavers*. (CCSS.ELA-LITERACY.RI.9-10.1)

In Theater, students are writing and practicing speeches that include information from their investigation.

History/Model UN

In social studies, students are engaging with unsolved crime stands as an excellent introduction to the science of forensics and the critical role it plays in the solving of crimes. (CCSS. 11.5.3; CCSS 1,2 and 3)

In Model UN, Students are studying extradition laws that play a role in student's detective work in our crime project in order to apprehend and prosecute the murder subject.



College and Career

Project-based learning allows students to explore careers while applying its applications to academic work. Students learned about the roles of Forensic Technologist and Forensic Photographers while making drawings and recording the evidence at the crime scene. Through the work in science classes, students are introduced to careers such as Forensic Scientist and Crime Laboratory Analyst. As students prepared for their press conference to present their findings students are learning about careers in law enfPowered by BoardOnTrackortuary services.

Science and Math

Biology students are learning NGSS Standards on structure and function through genetic fingerprinting and the heredity of blood types. Chemistry students are learning the NGSS Physical Science Standards related to chemical reactions by studying the reaction related to decay and well as toxicology. Environmental Science students are looking into the entomology and environmental impact of decomposing bodies. Each science student will go back to their group as an expert in a few forensic technologies; they will work together to solve the crime.

In Math, students are learning statistics standards by using data collected about stride length to develop a mathematical model to predict a person's height based on stride length. This information will help them analyze the footprints left at the crime scene.

Program Spotlight

The Site-Based High School Program

- **The Cottonwood Montessori-Inspired Program approaches education from the learner's point of view. The student's natural curiosity and interest direct the curriculum.**
- **We recognize high school students need to profoundly contribute to our diverse world, and feel rooted in a supportive community**
- **We emphasize community and collaboration.**
- **The student to teacher ratio of 15:1 allows for more opportunities for interactions between staff and students than in a traditional school. Each student is assigned a teacher, or learning coach, who stays with them for the entire four years of high school. With their learning coach, students establish a rigorous curriculum and work on their goals, projects, and assignments.**



Enrollment

Full with a waitlist. Sending out online
registration systematically

STAR 360 Participation

School	Reading	Math
Cottonwood	60.4%	63.6

- **ALL grades must take the Star during the Spring Window (April 12–May 25)**
- **95% participation rate – it's the only measure that our families, boards, and authorizers will have to determine academic achievement for our schools for the 20–21 school year**

School Updates

Master agreements



Teacher are able to sign master agreements with returning students and students from all North schools

Ordering



24 hours after the MA's are filed in Pathways, parents are able to place orders for curriculum for next year

Benefits

Open enrollment



Lending Library

Currently packing up our books. Site based will be moving at the end of the month



Community Updates



Parent Advisory Committee

Meeting 2nd Monday 12pm
Social Media
Parent/Student Handbook
Ordering Guidelines



Community Connections

Wrapping Up Year
Kinder Promotion
8th Grade Promotion



Welcome New Families

Kara -welcome email & video
Maria welcome email to
Slavic speaking families

Instructional Program Updates



Program Development

R.I.S.E. & BOOST
Info sessions
Registration
Staffing



Vendor Services

In-person 21-22
Update information
Renew contracts
Ensure smooth,
supported transition



Fostering Partnership

HSTs, Families & Leadership
Input and feedback
Course offerings
Curriculum
Schedules



R.I.S.E. Junior High & High School



Junior High

- *Live, synchronous, standards-driven instruction
- *One hour a day, Two Days a week per course
- *Language Arts
Science, Math and Study Skills with Social Studies embedded

High School

- Connect
- Flex

Registration

What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a 3-year process and document that communicates:

- ★ Locally defined goals
- ★ Actions and services to achieve those goals
- ★ Expenditures associated with those actions and services
- ★ Targets and metrics to measure progress
- ★ The LCAP is intended to connect funding decisions with measurable outcomes for our students
- ★ The LCAP is the intersection of state and local priorities

June 2021

Present for Adoption

2019-20 Local Control
Accountability Plan
Annual Update report

01

2021-24 Local
Control
Accountability Plan

02

03

2020-21 Learning
Continuity and
Attendance Plan
Annual Update
report

Thank you Board Members

We appreciate you

We think you're groovy!

Cover Sheet

SELPA Master Contract and Individual Services Agreement (ISA)

Section:	III. Academic Excellence
Item: (ISA)	A. SELPA Master Contract and Individual Services Agreement
Purpose:	Vote
Submitted by:	
Related Material:	2021-22-Individual-Services-Agreement-ISA (002).pdf 2021-2022-Master-Contract.pdf

BACKGROUND:

Special Education item related to the Charter SELPA.

NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2021-2022

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2021-2022

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2021-2022**CONTRACT NUMBER:****LOCAL EDUCATION AGENCY:** _____**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:** _____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on July 1, 2021, between _____, hereinafter referred to as the local educational agency (“LEA”), a member of the _____ SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils

shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2021 to June 30, 2022 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2022. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located,

or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,

- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of

CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer

with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
 \$ 500,000 fire damage
 \$ 5,000 medical expenses
 \$1,000,000 personal & adv. Injury
 \$3,000,000 general aggregate
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles

or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to

be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal

or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*.

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the NPS; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated

staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is

understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized

testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student’s IEP does not contain a Behavior Intervention Plan (“BIP”) or Positive Behavior Intervention Plan (“PBIP”), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma. (5) Restrictive

interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team

meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and

Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code

section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching

staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each

profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR.

CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual

volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days

that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2021 and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided herein.

CONTRACTOR**LEA**

Nonpublic School/Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized
Representative

Name and Title of Authorized
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	Name and Title
Nonpublic School/Agency/Related Service Provider	LEA
Address	Address
City State Zip	City State Zip
Phone Fax	Phone Fax
Email	Email

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2021-2022 RATES4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: _____2) Inclusive Education Program

(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: 2021-2022 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2021 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____

(Last) (First) (M.I.)
Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone () _____ () _____

(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

- Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
- Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$ _____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Quarterly Monthly Other
Requirements: _____ _____ _____ (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

Date of Contract: ###/###/###

This agreement is effective on ###/###/### or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency		Nonpublic School/Agency		Status	#N/A
LEA Case Manager Name		NPS/NPA Address	#N/A		
		NPS/A Phone Number	#N/A		February-21

Student Information

Pupil Name				SSID		Sex		Grade	
	(Last)	(First)	(MI)						
Address				City			State/Zip		
DOB			Residential Setting:		LCL #			OTHER	
Parent/ Guardian				Parent Phone			(Residence)	(Business)	
Address				City			State/Zip		
	(If different from student)								

AGREEMENT TERMS:**1. Nonpublic School/Agency:**

The contracted service dates are: (Start Date) (End Date)

The number contracted for service are: days during the regular school year
weeks during the regular school year
months during the regular school year
days during the extended school year

2. Nonpublic School/Agency

The average number of minutes in the instructional day will be: during the regular school year, average daily minutes
during the extended school year, average daily minutes

3. Educationally related services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.**A. INCLUSIVE EDUCATION PROGRAM: (Applies to nonpublic schools only):**

RSY Daily Rate: \$

ESY Daily Rate: \$

Specialized Academic Instruction Approved: #N/A

RSY Estimated Number of Days 0 x Daily Rate \$ - = PROJECTED BASIC EDUCATION COSTS (A) \$ -

ESY Estimated Number of Days 0 x Daily Rate \$ - = PROJECTED BASIC EDUCATION COSTS (A) \$ -

B. RELATED SERVICES:

SERVICE	CDE Certified Services by Provided NPS/NPA	LEA	NPS	NPA	OTHER Specify	Duration per IEP (# of minutes)	# of Times per IEP	Per wk/mo/yr. per IEP	Cost per session	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
										Reg	ESY	
Intensive Individual Services (340)	#N/A									-	-	\$ -
Language/Speech Therapy (415)	#N/A									-	-	\$ -
a. Individual										-	-	\$ -
b. Group										-	-	\$ -
Adapted Physical Ed. (425)	#N/A									-	-	\$ -
Health and Nursing: Specialized Physical Health Care (435)	#N/A									-	-	\$ -
Health & Nursing Services: Other (436)	#N/A									-	-	\$ -
Assistive Technology Services (445)	#N/A									-	-	\$ -
Occupational Therapy (450)	#N/A									-	-	\$ -
Physical Therapy (460)	#N/A									-	-	\$ -
Individual Counseling (510)	#N/A									-	-	\$ -
Counseling and guidance (515).	#N/A									-	-	\$ -
Parent Counseling (520)	#N/A									-	-	\$ -
Social Work Services (525)	#N/A									-	-	\$ -
Psychological Services (530)	#N/A									-	-	\$ -
Behavior Intervention Services (535) Design/Planning	#N/A									-	-	\$ -
Behavior Intervention Services (535) Implementing	#N/A									-	-	\$ -
Day Treatment Services (540)										-	-	\$ -
College Awareness Preparation (820)	#N/A									-	-	\$ -

SERVICE	CDE Certified Services by Provided NPS/NPA	LEA	NPS	NPA	OTHER	Duration per IEP (# of minutes)	# of Times per IEP	Per wk/mo/yr. per IEP	Cost per session	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
					Specify					Reg	ESY	
Vocational Assessment, Counseling, Guidance & Career Assessment (830)	#N/A									-	-	\$ -
Career Awareness (840)	#N/A									-	-	\$ -
Mentoring (860)	#N/A									-	-	\$ -
Low Incidence Certified:	#N/A											
Specialized Services for Low Incidence Disabilities (610)										-	-	\$ -
Specialized Deaf and Hard of Hearing Services (710)										-	-	\$ -
Specialized Orthopedic Service (740)										-	-	\$ -
Interpreter Services (715)	#N/A									-	-	\$ -
Specialized Vision Services (725)	#N/A									-	-	\$ -
Braille Transcription (735)	#N/A									-	-	\$ -
Reader Services (745)										-	-	\$ -
Note Taking Services (750)										-	-	\$ -
Transcription Services (755)	#N/A									-	-	\$ -
Audiological Services (720)	#N/A									-	-	\$ -
Orientation and Mobility (730)	#N/A									-	-	\$ -
Recreation Services (760)	#N/A									-	-	\$ -
Work Experience Education (850)										-	-	\$ -
Agency Linkages (865)										-	-	\$ -
Travel Training (870)										-	-	\$ -
Other Transition Services (890)										-	-	\$ -
Other (900)										-	-	\$ -
Transportation										-	-	\$ -
Transportation-NPS										-	-	\$ -
Transportation-NPS Emergency										-	-	\$ -
Transportation-Parent Reimbursement										-	-	\$ -
Bus Passes										-	-	\$ -
Residential Room and Board	#N/A									-	-	\$ -
Total Related Services												\$ -

C. ESTIMATED MAXIMUM RELATED SERVICES COST \$ -

D. SPECIALIZED EQUIPMENT/SUPPLIES \$ -

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES (A, C, & D) or (A, B, & D) \$ -

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON

6. Progress Reporting Requirements: Quarterly _____ Monthly _____ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic School/Agency)

(Name of LEA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

3/12/2021

Cover Sheet

Discussion and Potential Action on the Parent Engagement Policy

Section: III. Academic Excellence
Item: B. Discussion and Potential Action on the Parent Engagement Policy
Purpose: Vote
Submitted by:
Related Material: Parent and Family Engagement Policy.pdf

BACKGROUND:

The Cottonwood School receives Title I, Part A funds. A component of Title I each school develops has Board approval and distributes to our families a Parent and Family engagement policy. The Parent Advisory Committee worked with the parents, the Director of Community, and the Director of School Accountability and Compliance. The policy establishes expectations and objectives for meaningful parent and family involvement with The Cottonwood School.

The Cottonwood School

Parent and Family Engagement Policy

School Engagement Policy

The purpose of the Parent and Family Engagement Policy is to inform parents within The Cottonwood School of the policies, procedures, and opportunities for engagement as valued stakeholders in their students' education and success. It serves to identify the multiple ways to be involved in our school functions and the importance of ongoing communication and collaboration between parents, teachers, and other staff members. The Parent and Family Engagement Policy is a living document that is a collaborative outcome between school and parent input regarding best practices and opportunities to ensure student success and how student progress will be monitored and reported. This policy shall be an addendum component of the Learning Continuity Accountability Plan, LCAP, that promotes a meaningful partnership between the school, the home, and the community.

Parents will be involved in the development of the Parent and Family Engagement Policy. Our school seeks parent representatives for the Parent Advisory Committee annually. ELAC & DLAC Coordinators and PAC parent participants meet during regularly scheduled meetings throughout the year. All parents are encouraged to attend both PAC Committee meetings and school engagement events. The Parent and Family Engagement Policy is a regular agenda item of our parent group meetings throughout the year. A school-wide survey regarding the content, clarity, and accessibility of the plan is sent to all families through links sent directly to the home via email. It is available on our TCS website. Survey results are discussed at regularly scheduled meetings. Discussed revisions become part of the updated plan.

TCS Funds Parent Learning and Engagement Opportunities

The Cottonwood School allocates funds for parent and family engagement to ensure parent learning opportunities in state standards, social and emotional well-being, technology, blended learning availability, best teaching strategies, and ways to support student learning at home. Our PAC is welcome to participate in a multitude of virtual parent and family engagement learning activities throughout the year. Engagement opportunities include Mindset Mondays held all year long, our monthly MDIP workshops, the Science Fair in February, and all monthly Community Connection events. Communication is made frequently with the English Language Advisory Committee-ELAC, District English Language Advisory Committee-DELAC, and the Parent Advisory Committee – PAC.

During our committee meetings, opportunities to communicate the TCS LCAP and Federal Addendum are made on how state and federal funds improve schools' academic quality by implementing standards, effective instructional strategies, and assessments to monitor student progress.

Building Capacity for Parent Engagement

The Cottonwood School staff is committed to partnering with the school community to help parents understand academic content and achievement standards and assessment and monitor and improve their children's achievement. Material and training will help parents work with their children to improve their children's academic achievement, study skills, or learning in various academic subjects.

The staff will work with families to ensure that each student's work samples are provided and discuss what they are learning/learned in their classes. Parents will have access to resources (planners, Candid Conversations with Family Support Advisor, Community Cafe, and regular meetings with HST) to inform families of the high expectations and standards children are expected to meet each grade level. Adopted Curriculum Experts and Educational Design Experts provide parent training on curriculum, educational philosophies, content software, and parent portal access throughout the year.

Shared Responsibilities between School and Parents

The Cottonwood School will educate teachers, instructional support staff, with the assistance of parents and families, in the value and utility of contributions of parents and families and how to reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and academic achievement.

The LCAP Stakeholder surveys annually will identify TCSs strengths and relative weaknesses and identify volunteer interests, talents, and availability, matching these resources to school programs. A volunteer recognition program will acknowledge activities such as events, certificates, and thank yous.

Parents will be informed of our communication systems and how to remain up to date using these communication systems. TCS will coordinate and integrate parent and family involvement programs with other federal, state, and local programs and conduct other activities, such as parent and family resource centers that encourage and support parents and families more fully participating in the education of their children.

Outreach

Through school-community partnerships, access will be available to facilitate families' community-based programs (e.g., health care and human services) to ensure that families have the resources to be involved in their children's education. Our community partners will be invited to share resources at annual open houses or during transitions such as Transitional Kindergarten to Kindergarten, sixth grade to junior high, and eighth grade to high school. See The Cottonwood School Website for available resources.

Adoption

The Parent and Family Engagement Policy has been jointly developed and agreed upon with family members of children participating in PAC and DELAC/ELAC Meetings.

Cover Sheet

Discussion and Potential Action on the Independent Study Policy

Section: III. Academic Excellence
Item: C. Discussion and Potential Action on the Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: Redline_Independent_Study_Policy_-_Cottonwood (2).pdf

BACKGROUND:

There were typos corrected in the policy, and the time in which an assignment must be completed was edited, to allow for school breaks. This does not affect attendance reporting or teacher needing to meet face to face every 20 days



Independent Study Policy

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

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

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

1. Time in Which an Assignment Must Be Completed: For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made, the date by which the pupil must complete the assigned work shall be thirtyfive days (35).

2. Placement Determination: A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the pupil's best interest to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Instruction and Assessment, or his or her designee shall conduct an evaluation to determine whether it is in the pupil's best interest to remain in independent study. A writing record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. Current Written Agreement: A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments and reporting his or her progress.
- b. The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
- c. The specific resources, including materials and personnel, will be made available to the pupil.

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- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- h. Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

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

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

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5. Compliance with the Education Code: The Charter School shall comply with the Education Code Sections 51745 through 51749.3, and the provision of the Charter School's Act and the State Board of Education regulation adopted thereunder.

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6. Implementation of Independent Study Policy: The Directors shall establish regulations to implement these policies in accordance with the law.

Cover Sheet

Discussion and Potential Action on the April Financials

Section: IV. Finance
Item: A. Discussion and Potential Action on the April Financials
Purpose: Vote
Submitted by:
Related Material: Cottonwood_Financial Package_April 2021.pdf

BACKGROUND:

Cottonwood School's April Financial Reports



The Cottonwood School

Monthly Financial Presentation – April 2021

COTTONWOOD - Highlights

- Year-end revenue projections increased by \$896k.
- Year-end expense projections increased by \$114k.
- Year-end surplus projected at \$1.79M (Prior Month; \$1.009M).
- Senate Bill-740 Requirements:

• 40/80 Expense Ratio ✓

Cert.	Instr.
51.2%	79.5%
2,717,496	(130,646)

• 25:1 Pupil-Teacher ratio ✓

Pupil:Teacher Ratio
21.09 :1

COTTONWOOD - Revenue

- **Federal Revenue:** Planned revenue recognition of received PPP Loan- \$929,495.

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 14,692,850	\$ 14,475,076	\$ 217,774
152,867	210,394	(57,527)
1,461,584	1,312,403	149,181
1,309	-	1,309
<u>\$ 16,308,610</u>	<u>\$ 15,997,874</u>	<u>\$ 310,737</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 21,983,669	\$ 22,001,905	\$ (18,236)
1,371,008	288,646	1,082,362
2,210,152	1,953,214	256,938
1,309	-	1,309
\$ 25,566,139	\$ 24,243,766	\$ 1,322,373

COTTONWOOD - Expenses

- **Sub agreement Services:** Increase in projected *Books and Supplies* Expense.

Expenses	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 7,664,848	\$ 7,809,246	\$ 144,398	\$ 9,280,050	\$ 9,406,116	\$ 126,065
Classified Salaries	290,281	285,631	(4,649)	364,694	342,758	(21,937)
Benefits	2,298,181	2,513,158	214,978	2,782,954	3,017,979	235,025
Books and Supplies	3,305,155	2,099,887	(1,205,268)	4,308,651	3,024,541	(1,284,111)
Subagreement Services	3,089,589	3,458,814	369,225	3,967,302	4,665,083	697,781
Operations	238,813	90,167	(148,646)	286,056	108,200	(177,856)
Facilities	84,902	100,750	15,848	113,386	120,900	7,514
Professional Services	1,675,709	2,030,362	354,654	2,586,289	2,594,921	8,631
Depreciation	-	11,583	11,583	2,317	13,900	11,583
Interest	82,675	347,482	264,807	82,675	347,482	264,807
Total Expenses	\$ 18,730,152	\$ 18,747,080	\$ 16,928	\$ 23,774,375	\$ 23,641,878	\$ (132,496)

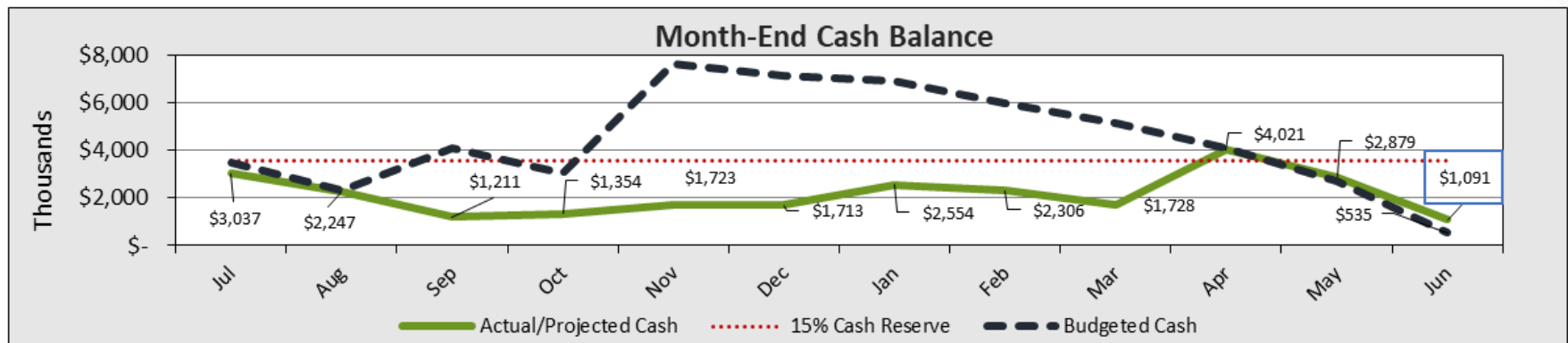
COTTONWOOD - Fund Balance

- Increase in projected year-end surplus due to PPP revenue recognition.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (2,421,542)	\$ (2,749,207)	\$ 327,665	\$ 1,791,764	\$ 601,888	\$ 1,189,876
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>\$ (664,823)</u>	<u>\$ (992,487)</u>		<u>\$ 3,548,484</u>	<u>\$ 2,358,607</u>	
<i>As a % of Annual Expenses</i>	<i>-2.8%</i>	<i>-4.2%</i>		<i>14.9%</i>	<i>10.0%</i>	

COTTONWOOD- Cash Balance

- Cash balance remains at positive levels through fiscal year close.



COTTONWOOD - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due-To/Due-From Balance

The Cottonwood School
Monthly Cash Flow/Forecast FY20-21

Revised 5/10/2021

ADA = 2425.60



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	857,979	857,979	1,544,362	1,544,362	1,544,362	1,544,362	1,544,362	709,572	347,465	324,580	320,365	6,019,830
8012	Education Protection Account	-	-	-	121,280	-	-	121,280	-	-	120,474	-	-	122,086
8019	State Aid - Prior Year	-	-	-	-	-	-	-	(23,115)	(11,855)	-	-	-	-
8096	In Lieu of Property Taxes	-	262,436	524,873	349,915	349,915	-	699,830	349,915	888,731	444,366	306,176	306,176	(108,394)
		-	1,120,415	1,382,852	2,015,557	1,894,277	1,544,362	2,365,472	1,894,277	1,575,188	900,450	630,756	626,541	6,033,523

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	57,729	57,729	173,188
8296	Other Federal Revenue	-	-	142,272	-	-	10,595	-	-	-	-	-	929,495	-
		-	-	142,272	-	-	10,595	-	-	-	-	57,729	987,224	173,188

Other State Revenue

8311	State Special Education	-	73,066	73,066	131,520	131,520	263,040	131,520	61,814	38,845	30,491	120,995	120,995	293,648
8560	State Lottery	-	-	-	-	-	-	136,574	-	-	133,190	-	-	212,930
8598	Prior Year Revenue	-	-	-	-	-	-	3,449	-	(9,752)	-	-	-	-
8599	Other State Revenue	-	-	-	-	-	142,272	14,955	3,267	51,029	-	-	-	-
		-	73,066	73,066	131,520	131,520	457,030	286,498	65,081	80,122	163,681	120,995	120,995	506,578

Other Local Revenue

8660	Interest Revenue	-	-	-	-	-	-	1,255	-	-	54	-	-	-
		-	-	-	-	-	-	1,255	-	-	54	-	-	-

Total Revenue

-	1,193,481	1,598,190	2,147,077	2,025,797	2,011,987	2,653,225	1,959,358	1,655,310	1,064,185	809,480	1,734,760	6,713,289
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Expenses

Certificated Salaries

1100	Teachers' Salaries	551,283	550,290	579,013	551,640	547,743	556,505	547,663	541,692	525,473	512,310	515,313	515,313	-
1175	Teachers' Extra Duty/Stipends	8,875	25,359	62,484	60,181	66,868	62,429	63,816	63,776	75,224	67,151	80,389	80,389	-
1200	Pupil Support Salaries	69,989	76,886	66,161	83,986	84,521	104,977	105,034	105,034	104,634	104,734	104,584	104,584	-
1300	Administrators' Salaries	33,367	33,500	33,500	33,500	39,078	44,799	44,310	64,670	95,554	92,044	86,120	86,120	-
1900	Other Certificated Salaries	9,470	27,923	25,315	27,923	28,193	21,194	21,194	21,194	21,194	21,194	21,194	21,194	-
		672,985	713,958	766,473	757,230	766,403	789,904	782,017	796,367	822,079	797,434	807,601	807,601	-

Classified Salaries

2200	Support Salaries	22,820	25,313	23,798	23,798	23,364	25,220	25,220	22,300	29,070	42,262	31,734	31,734	-
2400	Clerical and Office Staff Salaries	-	-	-	-	-	5,473	5,473	5,221	5,473	5,473	5,473	5,473	-
		22,820	25,313	23,798	23,798	23,364	30,693	30,693	27,521	34,544	47,735	37,207	37,207	-

Benefits

3101	STRS	107,542	113,294	120,962	120,276	109,832	125,193	123,893	126,365	129,566	126,494	133,947	133,947	-
3301	OASDI	1,357	1,458	1,391	1,391	1,364	1,818	1,818	1,594	2,001	2,791	2,824	2,824	-
3311	Medicare	9,705	10,304	11,051	10,917	11,050	11,497	11,383	11,545	11,926	11,721	12,672	12,672	-
3401	Health and Welfare	60,908	92,556	78,303	80,206	81,074	84,865	82,994	84,160	81,057	77,277	77,500	77,500	-
3501	State Unemployment	5,841	1,663	43	68	133	13,821	25,939	(7,555)	1,456	1,505	3,210	3,210	-
3601	Workers' Compensation	10,352	6,951	3,162	6,757	24	13,514	6,757	6,757	6,757	6,756	12,235	12,235	-
3901	Other Benefits	-	-	-	-	-	45	-	(3,486)	-	56,023	-	-	-
		195,705	226,225	214,912	219,615	203,477	250,754	252,784	219,379	232,764	282,567	242,386	242,386	-

Books and Supplies

4302	School Supplies	74,110	286,336	283,240	301,353	141,769	186,912	236,091	328,529	484,685	431,341	116,476	298,643	-
4305	Software	7,511	38,020	42,333	21,031	12,326	86,973	37,882	12,603	13,629	10,606	18,458	18,458	-
4310	Office Expense	-	325	604	1,252	1,209	169	36	170	5,574	3,026	3,342	3,342	-
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	58	58	-
4400	Noncapitalized Equipment	-	4,327	18,300	6,331	23,209	24,426	38,692	245	15,772	124,209	152,823	391,838	-
		81,621	329,008	344,477	329,967	178,514	298,480	312,700	341,546	519,660	569,182	291,158	712,339	-

Subagreement Services

5102	Special Education	8,350	7,814	23,156	87,037	148,106	149,550	47,878	75,586	196,648	66,182	51,792	51,792	-
5105	Security	-	-	-	-	-	-	-	-	-	-	17	17	-
5106	Other Educational Consultants	15,602	35,141	74,164	140,441	89,297	124,251	152,437	149,000	223,838	252,331	141,019	361,572	-
5107	Instructional Services	102,017	102,540	102,278	102,278	102,278	102,278	102,278	102,278	102,278	102,278	135,753	135,753	-
		125,969	145,495	199,598	329,756	339,680	376,079	302,593	326,865	522,764	420,790	328,580	549,132	-

Operations and Housekeeping

5201	Auto and Travel	-	-	101	-	-	-	37	-	-	-	708	708	-
5300	Dues & Memberships	-	225	4,800	-	-	-	-	-	470	-	67	67	-
5400	Insurance	6,650	17,004	27,358	17,004	-	34,008	17,004	17,004	17,005	17,020	21,255	21,255	-
5502	Janitorial Services	-	-	1,500	3,024	1,602	1,500	1,500	1,500	1,500	1,561	1,533	1,533	-
5900	Communications	-	-	-	605	(605)	2,120	8,715	11,480	4,636	10,835	-	-	-
5901	Postage and Shipping	-	825	87	1,411	4,393	2,226	2,428	86	125	69	58	58	-
		6,650	18,054	33,847	22,044	5,390	39,854	29,683	30,070	23,736	29,485	23,622	23,622	-

Facilities, Repairs and Other Leases

5601	Rent	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	14,500	12,167	12,167	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	1,834	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	58	58	-
5604	Other Leases	-	-	-	(937)	-	-	-	-	-	-	808	808	-
5610	Repairs and Maintenance	-	-	-	(1,520)	-	-	-	-	-	8,025	1,208	1,208	-
		7,000	7,000	7,000	4,543	7,000	7,000	7,000	7,000	7,000	24,359	14,242	14,242	-

Professional/Consulting Services

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Annual Forecast

17,159,580.34
485,120.00
(34,970.00)
4,373,938.94
21,983,669.28

288,646.40
1,082,362.00
1,371,008.40

1,470,520.00
482,694.40
(6,303.24)
211,523.00
2,210,152.16

1,309.09
1,309.09

25,566,138.93

6,494,238.09
716,940.54
1,115,126.14
686,562.10
267,183.28
9,280,050.15

326,632.90
38,061.47
364,694.37

1,471,310.14
22,629.47
136,442.23
958,400.12
49,333.51
92,256.10
52,582.26
2,782,953.83

3,169,484.84
319,830.13
19,047.62
116.67
800,172.19
4,308,651.45

913,890.79
33.33
1,759,092.01
1,294,285.78
3,967,301.92

1,554.92
5,628.33
212,567.17
16,753.81
37,784.67
11,767.51
286,056.40

101,833.33
1,834.00
116.67
680.01
8,921.67
113,385.67

Revised Budget Total

17,159,583
485,120
-
4,357,202
22,001,905

288,646
-
288,646

1,470,520
482,694
-
-
-

-
-

24,243,766

6,734,728
875,515
741,487
400,500
653,886
9,406,116

342,758
-
342,758

1,730,725
21,251
141,359
922,500
65,660
136,484
-
3,017,979

1,962,068
221,500
40,100
700
800,172
3,024,541

621,500
200
2,816,042
1,227,341
4,665,083

8,500
800
79,800
18,400
-
700
108,200

96,000
-
700
9,700
14,500
120,900

Favorable / (Unfav.)

(3)
-
(34,970)
16,737
(18,236)

-
1,082,362
1,082,362

-
-
(6,303)
211,523
256,938

1,309
1,309

1,322,373

240,490
158,574
(373,

The Cottonwood School

Monthly Cash Flow/Forecast FY20-21

Revised 5/10/2021

ADA = 2425.60

5801 IT
5802 Audit & Taxes
5803 Legal
5804 Professional Development
5805 General Consulting
5806 Special Activities/Field Trips
5807 Bank Charges
5808 Printing
5809 Other taxes and fees
5810 Payroll Service Fee
5811 Management Fee
5812 District Oversight Fee
5814 SPED Encroachment
5815 Teacher

Depreciation

6900 Depreciation Expense

Interest

7438 Interest Expense

Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Deferred Revenue

Cash flows from investing activities

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Payments on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals
5801 IT	-	-	-	-	-	793	248	-	248	-	58	58	-
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	6,750	-	-	-
5803 Legal	-	50,411	28,509	36,620	20,742	13,901	9,508	15,032	13,914	19,589	25,000	25,000	-
5804 Professional Development	-	144	4,919	1,280	800	486	(310)	415	555	552	158	158	-
5805 General Consulting	-	1,000	25,809	27,763	16,808	29,978	29,435	23,939	31,695	23,785	20,144	20,144	-
5806 Special Activities/Field Trips	-	269	-	-	4,726	13,137	16,722	24,588	23,096	20,784	945	2,422	-
5807 Bank Charges	585	1,026	930	1,084	964	872	786	788	906	836	280	280	-
5808 Printing	-	-	-	-	-	-	-	-	-	-	50	50	-
5809 Other taxes and fees	-	-	1,500	115	2,178	7,197	-	34	75	5,055	60	60	-
5810 Payroll Service Fee	331	2,232	1,080	2,019	1,177	1,150	1,321	2,114	1,644	1,245	1,406	1,406	-
5811 Management Fee	138,748	135,253	134,992	134,317	138,924	140,149	138,892	139,624	140,357	140,624	151,391	151,391	-
5812 District Oversight Fee	-	-	-	-	-	-	(440,373)	18,943	119,212	9,123	6,308	6,265	500,359
5814 SPED Encroachment	3,062	-	-	-	-	-	-	-	-	-	-	-	(3,062)
5815 Teacher	-	-	-	-	2,494	-	13	243	171	3,056	125	125	-
	142,726	190,335	197,739	203,197	188,812	207,663	(243,756)	225,720	331,875	231,398	205,925	207,360	497,297
Depreciation													
6900 Depreciation Expense	1,261	1,261	(2,521)	-	-	-	-	-	-	-	1,158	1,158	-
	1,261	1,261	(2,521)	-	-	-	-	-	-	-	1,158	1,158	-
Interest													
7438 Interest Expense	155	155	155	155	155	155	155	5,112	775	75,704	-	-	-
	155	155	155	155	155	155	155	5,112	775	75,704	-	-	-
Total Expenses	1,256,890	1,656,803	1,785,478	1,890,305	1,712,794	2,000,582	1,473,870	1,979,580	2,495,196	2,478,655	1,951,878	2,595,047	497,297
Monthly Surplus (Deficit)	(1,256,890)	(463,322)	(187,288)	256,772	313,003	11,405	1,179,355	(20,222)	(839,885)	(1,414,470)	(1,142,399)	(860,287)	6,215,992
Cash Flow Adjustments													
Monthly Surplus (Deficit)	(1,256,890)	(463,322)	(187,288)	256,772	313,003	11,405	1,179,355	(20,222)	(839,885)	(1,414,470)	(1,142,399)	(860,287)	6,215,992
Cash flows from operating activities													
Depreciation/Amortization	1,261	1,261	(2,521)	-	-	-	-	-	-	-	1,158	1,158	-
Public Funding Receivables	2,682,652	375,282		-	-	-	478,304	(61,814)	61,814	-	-	-	(6,713,289)
Grants and Contributions Rec.	(1,414,308)	-	551,704	656,698	252	-	-	-	-	-	-	-	-
Prepaid Expenses	(204,841)	(112,797)	(45,284)	110,558	-	(4,013)	(30,038)	1,086	15,907	11,587	-	-	-
Other Assets	(100,000)	-	-	-	-	-	(5,000)	(85,187)	-	-	-	-	-
Accounts Payable	(68,421)	(160,810)	(570,324)	44,098	260,091	107,181	(348,367)	(83,750)	324,599	(131,992)	-	-	497,297
Accrued Expenses	15,582	215,816	(148,211)	3,490	(203,795)	28,143	(418,591)	9,137	(123,176)	36,604	-	-	-
Deferred Revenue	-	-	10,595	187,650	-	(152,867)	(14,955)	(13,019)	(17,404)	-	-	(929,495)	-
Cash flows from investing activities													
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	-	-	-	-	-		3,789,900		-	-
Payments on Factoring	-	(645,100)	(645,100)	(1,116,574)							-	-	-
Payments on Debt	155	155	155	155	155	155	155	5,112	775	775			-
Total Change in Cash	(344,810)	(789,516)	(1,036,274)	142,848	369,706	(9,995)	840,864	(248,657)	(577,371)	2,292,404	(1,141,240)	(1,788,624)	
Cash, Beginning of Month	3,381,345	3,036,535	2,247,020	1,210,746	1,353,594	1,723,300	1,713,304	2,554,168	2,305,511	1,728,141	4,020,544	2,879,304	
Cash, End of Month	3,036,535	2,247,020	1,210,746	1,353,594	1,723,300	1,713,304	2,554,168	2,305,511	1,728,141	4,020,544	2,879,304	1,090,680	



Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
1,405.97	700	(706)
6,750.00	-	(6,750)
258,224.86	65,000	(193,225)
9,157.26	1,900	(7,257)
250,499.30	55,730	(194,769)
106,689.63	106,690	-
9,338.45	3,220	(6,118)
100.00	575	475
16,274.04	690	(15,584)
17,123.68	17,253	129
1,684,662.14	1,681,607	(3,056)
219,836.69	660,057	440,220
-	-	-
6,227.35	1,500	(4,727)
2,586,289.37	2,594,921	8,631
2,316.67	13,900	11,583
2,316.67	13,900	11,583
82,674.80	347,482	264,807
82,674.80	347,482	264,807
23,774,374.63	23,641,878	(132,496)
1,791,764.30	601,888	1,189,876
7.54%		
1,791,764.30		
2,316.67		
(3,177,050.69)		
(205,653.55)		
(257,833.55)		
(190,187.16)		
(130,398.22)		
(584,999.57)		
(929,495.00)		
3,789,900.00		
(2,406,774.00)		
7,745.80		

Cert.	Instr.
51.2%	79.5%
2,717,496	(130,646)

Pupil:Teacher Ratio	
21.09	:1

The Cottonwood School

Budget vs Actual

For the period ended April 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF Revenue	\$ 347,465	\$ 463,309	\$ (115,844)	\$ 10,494,805	\$ 10,673,261	\$ (178,456)	\$ 17,159,583
Education Protection Account	120,474	121,280	(806)	363,034	363,840	(806)	485,120
State Aid: Prior Year	(11,855)	-	(11,855)	(34,970)	-	(34,970)	-
In Lieu of Property Taxes	444,366	306,409	137,957	3,869,981	3,437,975	432,006	4,357,202
Total State Aid - Revenue Limit	900,450	890,998	9,452	14,692,850	14,475,076	217,774	22,001,906
Federal Revenue							
Federal Special Education - IDEA	-	26,084	(26,084)	-	210,394	(210,394)	288,646
Other Federal Revenue	-	-	-	152,867	-	152,867	-
Total Federal Revenue	-	26,084	(26,084)	152,867	210,394	(57,527)	288,646
Other State Revenue							
State Special Education - AB602	30,491	132,886	(102,395)	934,882	1,071,861	(136,979)	1,470,520
Mandate Block Grant	-	-	-	51,718	-	51,718	-
State - State Lottery	133,190	120,271	12,919	269,765	240,542	29,222	482,694
Prior Year Revenue	-	-	-	(6,303)	-	(6,303)	-
State - Other State Revenue	-	-	-	211,523	-	211,523	-
Total Other State Revenue	163,681	253,157	(89,476)	1,461,584	1,312,403	149,181	1,953,214
Other Local Revenue							-
Interest Revenue	54	-	54	1,309	-	1,309	-
Total Other Local Revenue	54	-	54	1,309	-	1,309	-
Total Revenues	\$ 1,064,185	\$ 1,170,239	\$ (106,054)	\$ 16,308,610	\$ 15,997,873	\$ 310,737	\$ 24,243,766
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	\$ 512,310	\$ 561,227	\$ 48,918	\$ 5,463,612	\$ 5,612,273	\$ 148,662	\$ 6,734,728
Certificated Teachers' Extra Duties/Stipends	67,151	87,551	20,400	556,163	700,412	144,249	875,515
Certificated Pupil Support Salaries	104,734	61,791	(42,944)	905,958	617,906	(288,052)	741,487
Certificated Supervisors' and Administrators' Sa	92,044	33,375	(58,669)	514,322	333,750	(180,572)	400,500
Other Certificated Salaries	21,194	54,491	33,296	224,794	544,905	320,111	653,886
Total Certificated Salaries	797,434	798,435	1,001	7,664,848	7,809,246	144,397	9,406,116
Classified Salaries							
Classified Support Salaries	42,262	28,563	(13,699)	263,166	285,631	22,465	342,758
Clerical, Technical, and Office Staff Salaries	5,473	-	(5,473)	27,115	-	(27,115)	-
Total Classified Salaries	47,735	28,563	(19,172)	290,281	285,631	(4,649)	342,758
Benefits							
State Teachers' Retirement System, certificated	126,494	146,912	20,418	1,203,417	1,436,901	233,484	1,730,725
OASDI/Medicare/Alternative, certificated positi	2,791	1,771	(1,020)	16,981	17,709	728	21,251
Medicare certificated positions	11,721	11,991	271	111,099	117,376	6,277	141,359
Health and Welfare Benefits, certificated positi	77,277	76,875	(402)	803,400	768,750	(34,650)	922,500
State Unemployment Insurance, certificated po	1,505	3,283	1,778	42,915	59,094	16,179	65,660
Workers' Compensation Insurance, certificated	6,756	11,578	4,822	67,787	113,328	45,541	136,484
Other Benefits, certificated positions	56,023	-	(56,023)	52,582	-	(52,582)	-
Total Benefits	282,567	252,410	(30,157)	2,298,181	2,513,158	214,978	3,017,979
Books & Supplies							
School Supplies	431,341	145,117	(286,224)	2,754,366	1,336,323	(1,418,043)	1,962,068
Software	10,606	18,458	7,852	282,913	184,583	(98,330)	221,500
Office Expense	3,026	3,342	316	12,364	33,417	21,052	40,100
Business Meals	-	58	58	-	583	583	700
Noncapitalized Equipment	124,209	59,182	(65,027)	255,511	544,980	289,469	800,172
Total Books & Supplies	569,182	226,156	(343,026)	3,305,155	2,099,887	(1,205,268)	3,024,541
Subagreement Services							
Special Education	66,182	51,792	(14,390)	810,307	517,917	(292,391)	621,500
Security	-	17	17	-	167	167	200
Other Educational Consultants	252,331	208,277	(44,054)	1,256,501	1,917,947	661,446	2,816,042
Instructional Services	102,278	102,278	0	1,022,781	1,022,784	3	1,227,341
Total Subagreement Services	420,790	362,364	(58,426)	3,089,589	3,458,814	369,225	4,665,083
Operations & Housekeeping							
Auto and Travel Expense	-	708	708	138	7,083	6,945	8,500
Dues & Memberships	-	67	67	5,495	667	(4,828)	800
Insurance	17,020	6,650	(10,370)	170,057	66,500	(103,557)	79,800
Janitorial/Trash Removal	1,561	1,533	(28)	13,687	15,333	1,646	18,400
Communications	10,835	-	(10,835)	37,785	-	(37,785)	-

The Cottonwood School***Budget vs Actual***

For the period ended April 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Postage and Shipping	69	58	(11)	11,651	583	(11,068)	700
Total Operations & Housekeeping	29,485	9,017	(20,469)	238,813	90,167	(148,646)	108,200
Facilities, Repairs & Other Leases							
Rent	14,500	8,000	(6,500)	77,500	80,000	2,500	96,000
Additional Rent	1,834	-	(1,834)	1,834	-	(1,834)	-
Equipment Leases	-	58	58	-	583	583	700
Other Leases	-	808	808	(937)	8,083	9,020	9,700
Repairs and Maintenance	8,025	1,208	(6,817)	6,505	12,083	5,578	14,500
Total Facilities, Repairs & Other Leases	24,359	10,075	(14,284)	84,902	100,750	15,848	120,900
Professional/Consulting Services							
IT	-	58	58	1,289	583	(706)	700
Audit and Tax	6,750	-	(6,750)	6,750	-	(6,750)	-
Legal	19,589	5,417	(14,172)	208,225	54,167	(154,058)	65,000
Professional Development	552	158	(393)	8,841	1,583	(7,257)	1,900
General Consulting	23,785	4,644	(19,141)	210,211	46,442	(163,769)	55,730
Special Activities	20,784	7,891	(12,894)	103,323	72,664	(30,659)	106,690
Bank Charges	836	280	(556)	8,778	2,660	(6,118)	3,220
Printing	-	50	50	-	475	475	575
Other Taxes and Fees	5,055	60	(4,995)	16,154	570	(15,584)	690
Payroll Service Fee	1,245	1,438	193	14,313	14,377	64	17,253
Management Fee	140,624	140,134	(490)	1,381,880	1,401,339	19,459	1,681,607
District Oversight Fee	9,123	26,730	17,607	(293,095)	434,252	727,347	660,057
SELPA Fees	-	-	-	3,062	-	(3,062)	-
Public Relations	3,056	125	(2,931)	5,977	1,250	(4,727)	1,500
Total Professional/Consulting Services	231,398	186,985	(44,414)	1,675,709	2,030,362	354,654	2,594,921
Depreciation							
Depreciation Expense	-	1,158	1,158	-	11,583	11,583	13,900
Total Depreciation	-	1,158	1,158	-	11,583	11,583	13,900
Interest							
Interest Expense	75,704	-	(75,704)	82,675	347,482	264,807	347,482
Total Interest	75,704	-	(75,704)	82,675	347,482	264,807	347,482
Total Expenses	\$ 2,478,655	\$ 1,875,164	\$ (603,491)	\$ 18,730,152	\$ 18,747,080	\$ 16,927	\$ 23,641,878
Change in Net Assets	(1,414,470)	(704,924)	(709,545)	(2,421,542)	(2,749,206)	327,664	601,888
Net Assets, Beginning of Period	749,647			1,756,719			
Net Assets, End of Period	\$ (664,823)			\$ (664,823)			

The Cottonwood School

Statement of Financial Position

April 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 4,020,544	\$ 3,381,345	\$ 639,199	19%
Accounts Receivable	26,496	1,465,569	(1,439,072)	-98%
Public Funding Receivables	-	3,536,238	(3,536,238)	-100%
Factored Receivables	(3,789,900)	(4,051,500)	261,600	-6%
Due To/From Related Parties	320,152	320,152	-	0%
Prepaid Expenses	293,261	35,427	257,834	728%
Total Current Assets	870,554	4,687,231	(3,816,678)	-81%
Long-Term Assets				
Deposits	303,243	113,056	190,187	168%
Total Long Term Assets	303,243	113,056	190,187	168%
Total Assets	\$ 1,173,797	\$ 4,800,287	\$ (3,626,491)	-76%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 341,846	\$ 969,541	\$ (627,695)	-65%
Accrued Liabilities	559,532	1,144,532	(585,000)	-51%
Notes Payable, Current Portion	92,950	92,950	-	0%
Total Current Liabilities	994,329	2,207,023	(1,212,694)	-55%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	844,291	836,545	7,746	1%
Total Long-Term Liabilities	844,291	836,545	7,746	1%
Total Liabilities	1,838,620	3,043,568	(1,204,949)	-40%
Total Net Assets	(664,823)	1,756,719	(2,421,542)	-138%
Total Liabilities and Net Assets	\$ 1,173,797	\$ 4,800,287	\$ (3,626,491)	-76%

The Cottonwood School

Statement of Cash Flows

For the period ended April 30, 2021

	Month Ended 04/30/21	YTD Ended 04/30/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ (1,414,470)	\$ (2,421,542)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	3,536,238
Grants, Contributions & Pledges Receivable	3,789,900	1,177,472
Prepaid Expenses	11,587	(257,834)
Other Assets	-	(190,187)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(131,992)	(627,695)
Accrued Expenses	36,604	(585,000)
Total Cash Flows from Operating Activities	2,291,629	631,453
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	775	7,746
Total Cash Flows from Financing Activities	775	7,746
Change in Cash & Cash Equivalents	2,292,404	639,199
Cash & Cash Equivalents, Beginning of Period	1,728,141	3,381,345
Cash and Cash Equivalents, End of Period	\$ 4,020,544	\$ 4,020,544

Cottonwood Charter

Check Register, Wells Fargo Bank account x9482

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12383	BrightThinker	4/26/2021	VOID
13015	Kovars Martial Arts-Roseville	4/19/2021	VOID
13032	Pamelot a School of Dance	4/26/2021	VOID
13355	Manon Marketing	4/9/2021	VOID
13393	El Dorado County office of Education	4/1/2021	\$ 36.39
13394	El Dorado County office of Education	4/1/2021	205,819.18
13395	8x8 Inc.	4/2/2021	501.22
13396	VOID	VOID	VOID
13397	A Brighter Child, Inc	4/2/2021	6,473.47
13398	Abigail Fischer	4/2/2021	442.50
13399	Absolute Mathematics	4/2/2021	85.00
13400	Activities for Learning Inc.	4/2/2021	58.00
13401	Alexandra Sokolov	4/2/2021	1,080.00
13402	Alina Kuchik	4/2/2021	1,440.00
13403	Amy Walters	4/2/2021	460.00
13404	Anastasia Piano Tutor Somicheva	4/2/2021	960
13405	Andrea Campbell	4/2/2021	660.00
13406	Andrea Horne	4/2/2021	1,776.00
13407	Arabic Homeschool	4/2/2021	578.00
13408	Art of Problem Solving	4/2/2021	96.00
13409	BEARMUN	4/2/2021	320.00
13410	Bennati's Martial Arts	4/2/2021	546.00
13411	Bitsbox	4/2/2021	128.85
13412	BookShark	4/2/2021	468.68
13413	Brave Writer LLC	4/2/2021	33.85
13414	Canvas & Keys	4/2/2021	330.00
13415	CharterSafe	4/2/2021	23,776.00
13416	Chico Art School	4/2/2021	120.00
13417	Christine Land	4/2/2021	210.00
13418	Daniel Muallem	4/2/2021	562.50
13419	Dawn Cheshire	4/2/2021	315.00
13420	Day by Day Spanish	4/2/2021	315.00
13421	eat2explore	4/2/2021	86.25
13422	Eaton Interpreting Services, Inc.	4/2/2021	3,515.00
13423	Educational Development Corporation	4/2/2021	262.26
13424	Elite Studio of Dance	4/2/2021	61.88
13425	Emily Layher	4/2/2021	256.00
13426	Eureka! Education by Cynthia	4/2/2021	160.00
13427	Evitta Gantt	4/2/2021	720.00
13428	Growing Healthy Children Therapy Services, Inc.	4/2/2021	8,540.00
13429	Hands 4 Building, LLC	4/2/2021	295.98
13430	History Unboxed LLC	4/2/2021	586.58
13431	Home Science Tools	4/2/2021	37.73
13432	Homeschool Spanish Academy	4/2/2021	833.00
13433	Institute for Excellence in Writing	4/2/2021	37.25
13434	JC Nelson Supply Co	4/2/2021	162.66
13435	Karen Reed	4/2/2021	180.00
13436	Kim Snow's Music Studio	4/2/2021	190.00
13437	Kovar's Laguna	4/2/2021	169.00
13438	Lafitte Music Center	4/2/2021	1,824.00
13439	Lakeshore	4/2/2021	744.41
13440	Learn Piano Live	4/2/2021	596.00
13441	Learning Without Tears	4/2/2021	57.04
13442	Little Passports	4/2/2021	998.44
13443	Loretta Oborn	4/2/2021	180.00
13444	Maria Madruga	4/2/2021	990.00

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Check Number	Vendor Name	Check Date	Check Amount
13445	Mary Seavers	4/2/2021	880.00
13446	Math-U-See Inc.	4/2/2021	948.00
13447	McColgan & Assocaites Inc	4/2/2021	1,595.00
13448	McLaughlin Studios	4/2/2021	130.00
13449	MEL Science U.S. LLC	4/2/2021	209.40
13450	Moving Beyond the Page	4/2/2021	224.44
13451	MoxieBox Art, Inc	4/2/2021	153.03
13452	Ms. Kitty's Sewing & Enrichment Services	4/2/2021	315.00
13453	Music To Grow On, Music Therapy Services, INC	4/2/2021	120.00
13454	Nancy Barcal	4/2/2021	2,140.00
13455	Natomas Music Square	4/2/2021	240.00
13456	Oak Meadow Inc.	4/2/2021	106.90
13457	On The GO Academy	4/2/2021	5,650.00
13458	PresenceLearning, Inc.	4/2/2021	13,099.70
13459	Provenance	4/2/2021	320,219.08
13460	R & D Educational Systems Inc	4/2/2021	149.00
13461	Rachel Eldridge Violin	4/2/2021	280.00
13462	Rainbow Resource Center	4/2/2021	2,828.50
13463	Rosamaria Pereira	4/2/2021	145.00
13464	School of Rock Elk Grove & Roseville	4/2/2021	735.00
13465	Sheri Joyce aka Well Read Fred Writing Classes	4/2/2021	840.00
13466	Sierra Pediatric Therapy Clinic	4/2/2021	250.00
13467	Singapore Math, Inc.	4/2/2021	355.45
13468	Studies Weekly	4/2/2021	128.48
13469	Teacher Synergy, LLC	4/2/2021	196.38
13470	The STUDIO Martial Arts and Fitness	4/2/2021	756.00
13471	Think Outside, LLC	4/2/2021	563.25
13472	Timberdoodle.com	4/2/2021	168.11
13473	Vadim Geletyuk	4/2/2021	380.00
13474	Verizon Wireless	4/2/2021	1,064.30
13475	Viktoria Dzhumara	4/2/2021	720.00
13476	Vitaliy Gulegin	4/2/2021	180.00
13477	Wonder Crate	4/2/2021	254.80
13478	Young Talents Music School	4/2/2021	1,000.00
13479	A Brighter Child, Inc	4/8/2021	777.52
13480	Alina Ilchuk	4/8/2021	400.00
13481	Anna Vavrynyuk	4/8/2021	760.00
13482	Aurea Academy	4/8/2021	540.00
13483	Ballet Rejoice School for the Arts	4/8/2021	321.00
13484	Becker Academy of Guitar	4/8/2021	150.00
13485	Betty's Music Studio	4/8/2021	660.00
13486	Betty's Music Studio	4/8/2021	480.00
13487	Brandy Ruscica	4/8/2021	1,202.50
13488	BYU Independent Study	4/8/2021	1,719.00
13489	BYU Independent Study	4/8/2021	850.00
13490	BYU Independent Study	4/8/2021	2,276.00
13491	Charter Impact, Inc.	4/8/2021	37,345.00
13492	Chico Art School	4/8/2021	120.00
13493	Christina Patton	4/8/2021	209.00
13494	Dean Perkins or Dean Perkins Tutoring	4/8/2021	900.00
13495	Educational Development Corporation	4/8/2021	94.26
13496	EMH Sports USA, Inc.	4/8/2021	425.00
13497	Encore Music Center	4/8/2021	440.00
13498	Equine Unlimited Inc.	4/8/2021	250.00
13499	Home Science Tools	4/8/2021	268.57
13500	HTP Services, Inc	4/8/2021	517.00
13501	Irina Samarina	4/8/2021	400.00

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Check Number	Vendor Name	Check Date	Check Amount
13502	Jabbergym	4/8/2021	4,900.75
13503	Jonathan Holowaty	4/8/2021	700.00
13504	Kiera Odell	4/8/2021	200.00
13505	Kimberly Malta Tutoring	4/8/2021	400.00
13506	Kovar's Laguna	4/8/2021	390.00
13507	Kovars Martial Arts-Roseville	4/8/2021	1,416.00
13508	Lakeshore	4/8/2021	553.31
13509	Loretta Oborn	4/8/2021	180.00
13510	Lotus Educational Services, Inc.	4/8/2021	2,172.25
13511	MEL Science U.S. LLC	4/8/2021	139.60
13512	Nadezhda Nikolaychuk	4/8/2021	700.00
13513	NewSongs Music	4/8/2021	1,872.00
13514	Oak Meadow Inc.	4/8/2021	355.00
13515	Olga Shabanov	4/8/2021	240.00
13516	Olha Shevchyk	4/8/2021	600.00
13517	On The GO Academy	4/8/2021	650.00
13518	One Eleven Studios	4/8/2021	240.00
13519	Orangevale Recreation and Park District	4/8/2021	136.00
13520	Owings Martial Arts	4/8/2021	750.00
13521	PresenceLearning, Inc.	4/8/2021	16,030.04
13522	Provenance	4/8/2021	248.06
13523	Rainwater Music Company	4/8/2021	596.00
13524	Regina Lott	4/8/2021	4,260.00
13525	Shiloh Hellman	4/8/2021	227.50
13526	Singapore Math, Inc.	4/8/2021	298.94
13527	Society of Young Inklings	4/8/2021	225.00
13528	Studio 24	4/8/2021	138.75
13529	Teaching Textbooks	4/8/2021	296.14
13530	Timberdoodle.com	4/8/2021	1,866.80
13531	Time4Learning.com	4/8/2021	1,737.60
13532	Total Education Solutions	4/8/2021	6,078.75
13533	Voice Academy, LLC	4/8/2021	480.00
13534	MEL Science U.S. LLC	4/9/2021	478.40
13535	Manon Marketing	4/9/2021	5,000.00
13536	California Academic Decathlon	4/13/2021	71.00
13537	A Brighter Child, Inc	4/15/2021	3,853.27
13538	Adventures in Tutoring	4/15/2021	960.00
13539	All About Learning Press, Inc.	4/15/2021	1,131.50
13540	Alona Kravchuk	4/15/2021	750.00
13541	Angelina Minova Tennis	4/15/2021	260.00
13542	Applied Milestones	4/15/2021	180.00
13543	Ashlee Ashba	4/15/2021	320.00
13544	Beautiful Feet Books, Inc.	4/15/2021	85.15
13545	Bennati's Martial Arts	4/15/2021	1,188.00
13546	Bitsbox	4/15/2021	128.85
13547	Bre Rice	4/15/2021	1,215.00
13548	Bright Solutions For Dyslexia, LLC	4/15/2021	477.74
13549	BrightThinker	4/15/2021	124.49
13550	California Learning Center	4/15/2021	960.00
13551	CBC Therapeutic Horseback Riding Academy LLC	4/15/2021	1,200.00
13552	Charter Impact, Inc.	4/15/2021	1,142.64
13553	Chehalem Reading Center	4/15/2021	500.00
13554	Crafty School Crates	4/15/2021	530.92
13555	Creating a Masterpiece, LLC	4/15/2021	12.99
13556	Denise Doshier	4/15/2021	1,350.00
13557	Dino Lingo Inc	4/15/2021	95.20
13558	eat2explore	4/15/2021	818.40

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Check Number	Vendor Name	Check Date	Check Amount
13559	Elemental Science	4/15/2021	124.39
13560	Evan-Moor	4/15/2021	926.34
13561	Folsom Piano Academy	4/15/2021	112.00
13562	Global Teletherapy	4/15/2021	43,383.25
13563	Griffin Tutoring	4/15/2021	450.00
13564	Hear Say Speech and Language Services	4/15/2021	950.00
13565	History Unboxed LLC	4/15/2021	1,013.10
13566	Home Science Tools	4/15/2021	699.89
13567	Institute for Excellence in Writing	4/15/2021	181.76
13568	Jennifer Androkitis	4/15/2021	6,900.00
13569	Karina Sheremet	4/15/2021	1,170.00
13570	Karla Raubitschek	4/15/2021	720.00
13571	Kiera Odell	4/15/2021	1,448.50
13572	Lafitte Music Center	4/15/2021	152.00
13573	Lakeshore	4/15/2021	1,814.60
13574	Learning Without Tears	4/15/2021	143.14
13575	LEGO Education	4/15/2021	251.00
13576	Let Me! LLC	4/15/2021	2,540.00
13577	Math-U-See Inc.	4/15/2021	1,040.00
13578	MEL Science U.S. LLC	4/15/2021	558.40
13579	Mercurius Inc.	4/15/2021	357.21
13580	Moving Beyond the Page	4/15/2021	92.11
13581	MoxieBox Art, Inc	4/15/2021	413.44
13582	Natomas Music Square	4/15/2021	240.00
13583	Nicole the Math Lady, LLC	4/15/2021	79.00
13584	Outside the Box Creation	4/15/2021	131.85
13585	Peace Hill Press, Inc. dba Well Trained Mind Press	4/15/2021	19.85
13586	Provenance	4/15/2021	10,309.94
13587	Rachel Eldridge Violin	4/15/2021	810.00
13588	Rainbow Resource Center	4/15/2021	1,620.97
13589	Singapore Math, Inc.	4/15/2021	328.65
13590	Specialized Therapy Services, Inc.	4/15/2021	2,036.25
13591	TalkBox.Mom, Inc	4/15/2021	343.20
13592	Teacher Synergy, LLC	4/15/2021	28.16
13593	Teaching Textbooks	4/15/2021	245.06
13594	The Lampo Group, LLC	4/15/2021	29.99
13595	Think Outside, LLC	4/15/2021	409.45
13596	Timberdoodle.com	4/15/2021	1,099.93
13597	Tutor me Please	4/15/2021	200.00
13598	Urban Arts Youth	4/15/2021	127.50
13599	Wonder Crate	4/15/2021	164.90
13600	Kovars Martial Arts-Roseville	4/19/2021	1,076.00
13601	Alisher Sodikov	4/23/2021	175.00
13602	Amazon Capital Services	4/23/2021	4.44
13603	Auburn Gymnastics Center	4/23/2021	171.00
13604	Beautiful Feet Books, Inc.	4/23/2021	256.97
13605	Bennati's Martial Arts	4/23/2021	129.00
13606	Beverly Zorichak	4/23/2021	1,040.00
13607	Bitsbox	4/23/2021	128.85
13608	Brave Writer LLC	4/23/2021	201.90
13609	BrightThinker	4/23/2021	124.49
13610	CB Music	4/23/2021	2,668.00
13611	Cole Shelton	4/23/2021	450.00
13612	Corrinne Carrabello	4/23/2021	190.00
13613	DBL Enterprises, Inc. dba Allstars Driving School	4/23/2021	49.00
13614	Dean Perkins or Dean Perkins Tutoring	4/23/2021	1,282.50
13615	eat2explore	4/23/2021	379.30

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Check Number	Vendor Name	Check Date	Check Amount
13616	eDynamic Learning	4/23/2021	170.00
13617	Elizaveta Popova	4/23/2021	200.00
13618	Emily Layher	4/23/2021	256.00
13619	Equine Unlimited Inc.	4/23/2021	2,930.00
13620	Eric Hall & Associates LLC	4/23/2021	23,785.00
13621	Eureka! Education by Cynthia	4/23/2021	576.00
13622	Galaxy Dance Arts, LLC	4/23/2021	145.00
13623	Gordon & Rees - Scully Mansukhani	4/23/2021	3,852.60
13624	Haisen Haven, Inc dba Code Ninjas	4/23/2021	827.00
13625	Hawkins School of Performing Arts	4/23/2021	454.00
13626	Hillside Training Stables	4/23/2021	480.00
13627	Home Science Tools	4/23/2021	472.38
13628	HTP Services, Inc	4/23/2021	250.00
13629	It Takes The Village	4/23/2021	1,300.00
13630	Jan Turton's Music	4/23/2021	685.00
13631	Joy L Stevans	4/23/2021	995.00
13632	Kaizen Martial Arts Academy	4/23/2021	480.00
13633	Karina Sheremet	4/23/2021	850.00
13634	Kathleen R. Van Der Linden	4/23/2021	855.00
13635	Kovar's Laguna	4/23/2021	390.00
13636	Kovar's Satori Academy of Martial Arts	4/23/2021	477.00
13637	Laura Stetsenko	4/23/2021	600.00
13638	Law Offices of Young, Minney & Corr, LLP	4/23/2021	14,326.50
13639	Learn Piano Live	4/23/2021	298.00
13640	Lisa Stewart	4/23/2021	310.00
13641	Loana Sparrevohn	4/23/2021	3,486.00
13642	Lola Sadikova	4/23/2021	320.00
13643	Malko Performing Arts	4/23/2021	280.00
13644	Math-U-See Inc.	4/23/2021	183.00
13645	McKeever School of Irish Dance	4/23/2021	612.00
13646	Michael Patrick Bush	4/23/2021	525.00
13647	Monarch River Academy	4/23/2021	46,568.11
13648	Moving Beyond the Page	4/23/2021	263.72
13649	Music Lab Granite Bay	4/23/2021	1,650.00
13650	Music Lab Rocklin	4/23/2021	320.00
13651	Natalya Tuzlov	4/23/2021	200.00
13652	Oak Meadow Inc.	4/23/2021	615.00
13653	Olga Petrenko	4/23/2021	2,520.00
13654	Olga Shabanov	4/23/2021	960.00
13655	Provenance	4/23/2021	3,546.41
13656	Pushpa	4/23/2021	420.00
13657	Rachel Eldridge Violin	4/23/2021	280.00
13658	Rebekah Hood-Sava	4/23/2021	270.00
13659	Roseville Community School	4/23/2021	4,630.00
13660	Sandra N Nanton	4/23/2021	1,050.00
13661	Speech Therapy Associates	4/23/2021	177.00
13662	Spotlight Music Lessons	4/23/2021	2,680.00
13663	Stephanie Strong	4/23/2021	220.00
13664	T-Mobile	4/23/2021	2,500.00
13665	TalkBox.Mom, Inc	4/23/2021	354.50
13666	The Curiosity Collective	4/23/2021	720.00
13667	The Dance Academy	4/23/2021	130.00
13668	Think Outside, LLC	4/23/2021	511.30
13669	Tinker's Coin Productions	4/23/2021	315.00
13670	Valentina Chistyakova	4/23/2021	315.00
13671	Viktoria Dzhumara	4/23/2021	1,170.00
13672	Voice Academy, LLC	4/23/2021	480.00

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Check Number	Vendor Name	Check Date	Check Amount
13673	Ways that Work	4/23/2021	225.00
13674	Wonder Crate	4/23/2021	89.90
13675	Writing With Kris	4/23/2021	4,785.90
13676	Ashley Gallant	4/26/2021	1,000.00
13677	Alan & Patricia Avis Family Trust	4/27/2021	7,500.00
13678	James Daniel MacKinnon	4/27/2021	1,500.00
13679	Lakehills Community Covenant Church Inc	4/27/2021	7,000.00
13680	Pamelot a School of Dance	4/27/2021	336.00
13681	A Brighter Child, Inc	4/29/2021	2,735.09
13682	Academics in a Box Inc	4/29/2021	86.85
13683	Activities for Learning Inc.	4/29/2021	25.50
13684	All About Learning Press, Inc.	4/29/2021	52.90
13685	BioBox Labs LLC	4/29/2021	442.87
13686	Bitsbox	4/29/2021	302.55
13687	BookShark	4/29/2021	8,676.21
13688	Brave Writer LLC	4/29/2021	1,754.50
13689	BrightThinker	4/29/2021	1,710.38
13690	California Academic Decathlon	4/29/2021	92.86
13691	Clarksville Charter School	4/29/2021	32,146.42
13692	Cole Shelton	4/29/2021	780.00
13693	Daniel Muallem	4/29/2021	375.00
13694	Department of Justice	4/29/2021	305.00
13695	Dino Lingo Inc	4/29/2021	95.20
13696	E-Therapy LLC	4/29/2021	3,230.50
13697	eat2explore	4/29/2021	420.60
13698	Educational Development Corporation	4/29/2021	165.41
13699	Elemental Science	4/29/2021	453.08
13700	First Choice Tutoring	4/29/2021	245.00
13701	Golden State School Services	4/29/2021	655.50
13702	Hands 4 Building, LLC	4/29/2021	530.96
13703	Hawkins School of Performing Arts	4/29/2021	309.00
13704	VOID	VOID	VOID
13705	Haynes Family of Programs	4/29/2021	10,998.75
13706	History Unboxed LLC	4/29/2021	2,231.15
13707	Home Science Tools	4/29/2021	1,275.04
13708	Institute for Excellence in Writing	4/29/2021	708.57
13709	Jane Johnson Speech Therapy	4/29/2021	1,592.50
13710	Kathryn Burns	4/29/2021	22,215.00
13711	Lake View Charter School	4/29/2021	5,389.03
13712	Lakeshore	4/29/2021	2,562.72
13713	Law Offices of Young, Minney & Corr, LLP	4/29/2021	1,480.50
13714	Learning Without Tears	4/29/2021	76.10
13715	Little Passports	4/29/2021	1,645.93
13716	Logic of English	4/29/2021	225.89
13717	Lotus Educational Services, Inc.	4/29/2021	1,511.18
13718	Math-U-See Inc.	4/29/2021	297.00
13719	MEL Science U.S. LLC	4/29/2021	139.60
13720	Michelle Hite	4/29/2021	19.05
13721	Minds on Education	4/29/2021	144.24
13722	Monarch River Academy	4/29/2021	7,756.15
13723	Moving Beyond the Page	4/29/2021	193.21
13724	MoxieBox Art, Inc	4/29/2021	475.20
13725	NewSongs Music	4/29/2021	144.00
13726	Oak Meadow Inc.	4/29/2021	4,655.00
13727	Peace Hill Press, Inc. dba Well Trained Mind Press	4/29/2021	84.80
13728	Provenance	4/29/2021	27,530.34
13729	Rainbow Resource Center	4/29/2021	2,087.41

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Check Number	Vendor Name	Check Date	Check Amount
13730	Roseville Community School	4/29/2021	840.00
13731	School Pathways Holdings, LLC	4/29/2021	8,686.28
13732	Shiller Learning	4/29/2021	527.90
13733	Singapore Math, Inc.	4/29/2021	237.38
13734	Stepping Stones Riding Program	4/29/2021	516.00
13735	Teacher Synergy, LLC	4/29/2021	875.78
13736	Teaching Textbooks	4/29/2021	320.14
13737	Therapeutic Language Clinic, Inc.	4/29/2021	2,590.00
13738	Timberdoodle.com	4/29/2021	2,067.74
13739	Verizon Wireless	4/29/2021	7,830.84
13740	Vista Child Therapy	4/29/2021	902.50
13741	Wilkinson Hadley King & Co LLP	4/29/2021	6,750.00
13742	El Dorado County office of Education	4/30/2021	41.69
13743	El Dorado County office of Education	4/30/2021	209,890.20
APTCS210407-01	Cindy Garcia	4/7/2021	1.00
APTCS210429-01	Charter Impact, Inc.	4/29/2021	855.41
APTCS210429-02	Charter Impact, Inc.	4/29/2021	602.25

Total Disbursements in April \$ 1,392,347.28

The Cottonwood School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Absolute Mathematics	(TCS)-ABSM-cEA	5/1/2021	\$ 75.00	\$ -	\$ -	\$ -	\$ -	\$ 75.00
Vitaliy Gulegin	000006	4/25/2021	990.00	-	-	-	-	990.00
Music Bloom School of Music	0008820	4/12/2021	152.00	-	-	-	-	152.00
Music Bloom School of Music	0008821	4/12/2021	152.00	-	-	-	-	152.00
Sean Bianco	001	4/25/2021	175.00	-	-	-	-	175.00
Nadezhda Nikolaychuk	0012	5/1/2021	1,175.00	-	-	-	-	1,175.00
Alina Kuchik	005	4/30/2021	1,220.00	-	-	-	-	1,220.00
Culinary Comfort	005-2021	5/5/2021	260.00	-	-	-	-	260.00
Culinary Comfort	006-2021	5/5/2021	260.00	-	-	-	-	260.00
Desiree Harris	008	4/30/2021	170.00	-	-	-	-	170.00
Equine Unlimited Inc.	0089	4/6/2021	680.00	-	-	-	-	680.00
Desiree Harris	009	5/22/2021	170.00	-	-	-	-	170.00
A1 Driving School, Inc		4/5/2021	125.00	-	-	-	-	125.00
Equine Unlimited Inc.	0090	5/6/2021	300.00	-	-	-	-	300.00
Summit Martial Arts and Leadership Ac	022021-1-03	5/3/2021	447.00	-	-	-	-	447.00
Summit Martial Arts and Leadership Ac	022021-2-01	5/3/2021	327.00	-	-	-	-	327.00
Emily Layher	026	5/5/2021	256.00	-	-	-	-	256.00
Dean Perkins or Dean Perkins Tutoring	030	5/8/2021	180.00	-	-	-	-	180.00
Huntington Learning Center	03012021051	4/28/2021	189.00	-	-	-	-	189.00
Dean Perkins or Dean Perkins Tutoring	031	5/10/2021	30.00	-	-	-	-	30.00
Dean Perkins or Dean Perkins Tutoring	032	5/17/2021	135.00	-	-	-	-	135.00
Summit Martial Arts and Leadership Ac	032021-1-03	5/3/2021	447.00	-	-	-	-	447.00
Jennifer Neufeld	032021TCS	4/28/2021	220.00	-	-	-	-	220.00
Vista Child Therapy	0321-2	4/30/2021	712.50	-	-	-	-	712.50
Rocklin Music Academy	03292021	4/28/2021	2,022.50	-	-	-	-	2,022.50
Dean Perkins or Dean Perkins Tutoring	033	5/21/2021	225.00	-	-	-	-	225.00
Pamelot a School of Dance	040-PSD20231	5/1/2021	780.00	-	-	-	-	780.00
Eureka! Education by Cynthia	04052021	5/5/2021	80.00	-	-	-	-	80.00
Esther Judson	04062021ERM	5/6/2021	1,020.00	-	-	-	-	1,020.00
Eureka! Education by Cynthia	04072021	5/7/2021	176.00	-	-	-	-	176.00
Eureka! Education by Cynthia	04082021	5/7/2021	320.00	-	-	-	-	320.00
Eureka! Education by Cynthia	04120221	5/12/2021	40.00	-	-	-	-	40.00
Eureka! Education by Cynthia	04162021	5/16/2021	44.00	-	-	-	-	44.00
Eureka! Education by Cynthia	04172021	5/16/2021	120.00	-	-	-	-	120.00

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Chehalem Reading Center	042021	5/1/2021	400.00	-	-	-	-	400.00
Summit Martial Arts and Leadership Ac	042021-1-01	5/3/2021	149.00	-	-	-	-	149.00
Jennifer Neufeld	042021TCS	5/12/2021	192.50	-	-	-	-	192.50
Eureka! Education by Cynthia	04212021	5/21/2021	840.00	-	-	-	-	840.00
Jan Turton's Music	0421CWS	4/19/2021	775.00	-	-	-	-	775.00
Eureka! Education by Cynthia	04222021	5/21/2021	840.00	-	-	-	-	840.00
Pamelot a School of Dance	049-PSD2021	5/1/2021	180.00	-	-	-	-	180.00
Pamelot a School of Dance	057-PSD2021	5/1/2021	335.00	-	-	-	-	335.00
Jonathan Holowaty	058	5/5/2021	200.00	-	-	-	-	200.00
Jonathan Holowaty	060	5/12/2021	375.00	-	-	-	-	375.00
Ballet Rejoice School for the Arts	0601	4/20/2021	589.00	-	-	-	-	589.00
Math-U-See Inc.	0694874-IN	4/26/2021	173.00	-	-	-	-	173.00
Math-U-See Inc.	0694875-IN	4/26/2021	70.00	-	-	-	-	70.00
Math-U-See Inc.	0694880-IN	4/26/2021	131.00	-	-	-	-	131.00
Math-U-See Inc.	0694884-IN	4/25/2021	55.00	-	-	-	-	55.00
Math-U-See Inc.	0695825-IN	5/1/2021	316.00	-	-	-	-	316.00
Math-U-See Inc.	0695828-IN	5/1/2021	59.00	-	-	-	-	59.00
Math-U-See Inc.	0696425-IN	5/4/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0696427-IN	5/4/2021	160.00	-	-	-	-	160.00
Math-U-See Inc.	0696428-IN	5/4/2021	173.00	-	-	-	-	173.00
Math-U-See Inc.	0696429-IN	5/4/2021	125.00	-	-	-	-	125.00
Math-U-See Inc.	0696430-IN	5/4/2021	183.00	-	-	-	-	183.00
Math-U-See Inc.	0696434-IN	5/4/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0696437-IN	5/4/2021	68.00	-	-	-	-	68.00
Math-U-See Inc.	0696600-IN	5/7/2021	126.00	-	-	-	-	126.00
Math-U-See Inc.	0696604-IN	5/7/2021	100.00	-	-	-	-	100.00
Math-U-See Inc.	0696608-IN	5/7/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0696610-IN	5/7/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0696611-IN	5/7/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0697140-IN	5/8/2021	199.00	-	-	-	-	199.00
Math-U-See Inc.	0697742-IN	5/11/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0698009-IN	5/14/2021	199.00	-	-	-	-	199.00
Math-U-See Inc.	0698017-IN	5/14/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0698018-IN	5/14/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0698019-IN	5/14/2021	119.00	-	-	-	-	119.00

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Math-U-See Inc.	0698146-IN	5/15/2021	198.00	-	-	-	-	198.00
Math-U-See Inc.	0699015-IN	5/21/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0699371-IN	5/22/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0699880-IN	5/24/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0699881-IN	5/24/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0699884-IN	5/24/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0700542-IN	5/28/2021	61.00	-	-	-	-	61.00
Math-U-See Inc.	0700544-IN	5/28/2021	224.00	-	-	-	-	224.00
Math-U-See Inc.	0700545-IN	5/28/2021	131.00	-	-	-	-	131.00
Math-U-See Inc.	0700546-IN	5/28/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0700551-IN	5/28/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0700554-IN	5/28/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0700741-IN	5/29/2021	199.00	-	-	-	-	199.00
Math-U-See Inc.	0700743-IN	5/29/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0700745-IN	5/29/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0702143-IN	6/6/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0702155-IN	6/6/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0702395-IN	6/7/2021	58.00	-	-	-	-	58.00
Math-U-See Inc.	0702612-IN	6/8/2021	55.00	-	-	-	-	55.00
Math-U-See Inc.	0704942-IN	6/25/2021	119.00	-	-	-	-	119.00
Math-U-See Inc.	0704951-IN	6/25/2021	465.00	-	-	-	-	465.00
The Music Store	08	5/20/2021	750.00	-	-	-	-	750.00
CCVAA	1	5/20/2021	150.00	-	-	-	-	150.00
Elena Nosov		5/6/2021	400.00	-	-	-	-	400.00
Ruth Buller	1-S2021	5/15/2021	630.00	-	-	-	-	630.00
Summerbella Dance Arts	1002	5/20/2021	1,690.00	-	-	-	-	1,690.00
Ashley Gallant		5/19/2021	1,800.00	-	-	-	-	1,800.00
Adventures in Tutoring	1005	5/22/2021	800.00	-	-	-	-	800.00
eat2explore	100950	4/24/2021	86.25	-	-	-	-	86.25
eat2explore	100956	4/27/2021	304.40	-	-	-	-	304.40
eat2explore	100958	4/27/2021	86.25	-	-	-	-	86.25
eat2explore	100961	4/30/2021	86.25	-	-	-	-	86.25
eat2explore	100965	5/5/2021	29.95	-	-	-	-	29.95
eat2explore	100968	5/7/2021	104.80	-	-	-	-	104.80
eat2explore	100972	5/8/2021	86.25	-	-	-	-	86.25

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eat2explore	100974	5/8/2021	129.75	-	-	-	-	129.75
eat2explore	100979	5/17/2021	102.30	-	-	-	-	102.30
eat2explore	100980	5/17/2021	102.30	-	-	-	-	102.30
eat2explore	100981	5/17/2021	102.30	-	-	-	-	102.30
Capital City Vision Therapy	101	3/19/2021	190.00	-	-	-	-	190.00
Sierra Pediatric Therapy Clinic	101079	4/6/2021	375.00	-	-	-	-	375.00
Kathleen R. Van Der Linden	102	5/9/2021	765.00	-	-	-	-	765.00
Kathleen R. Van Der Linden	103	5/21/2021	405.00	-	-	-	-	405.00
Ron Engle K Club Academy	103T	5/7/2021	40.00	-	-	-	-	40.00
Charter Impact, Inc.	10477	5/5/2021	1,000.00	-	-	-	-	1,000.00
Ron Engle K Club Academy	104T	5/7/2021	40.00	-	-	-	-	40.00
Aloha Dancers	105	5/5/2021	165.00	-	-	-	-	165.00
Ron Engle K Club Academy	105T	5/7/2021	40.00	-	-	-	-	40.00
Progressive Instruction LLC	1062	5/6/2021	460.00	-	-	-	-	460.00
Ron Engle K Club Academy	106T	5/7/2021	40.00	-	-	-	-	40.00
Hawkins School of Performing Arts	10726	5/22/2021	165.00	-	-	-	-	165.00
Hawkins School of Performing Arts	10727	5/22/2021	177.00	-	-	-	-	177.00
Ron Engle K Club Academy	107T	5/7/2021	40.00	-	-	-	-	40.00
Ron Engle K Club Academy	108T	5/7/2021	40.00	-	-	-	-	40.00
Capital City Vision Therapy	109	3/26/2021	190.00	-	-	-	-	190.00
Voice Academy, LLC		4/26/2021	160.00	-	-	-	-	160.00
Ron Engle K Club Academy	109T	5/7/2021	40.00	-	-	-	-	40.00
Karen Reed	11	4/30/2021	180.00	-	-	-	-	180.00
Assiya Kistanova		4/30/2021	900.00	-	-	-	-	900.00
Voice Academy, LLC	110	4/26/2021	160.00	-	-	-	-	160.00
Ron Engle K Club Academy	110T	5/7/2021	40.00	-	-	-	-	40.00
Voice Academy, LLC	111	4/26/2021	320.00	-	-	-	-	320.00
School of Rock Elk Grove & Roseville	1110	5/6/2021	225.00	-	-	-	-	225.00
Home Science Tools	1110470A	4/24/2021	39.22	-	-	-	-	39.22
Home Science Tools	1110866A	4/28/2021	97.77	-	-	-	-	97.77
Home Science Tools	1110929A	4/28/2021	76.93	-	-	-	-	76.93
Home Science Tools	1110931A	4/29/2021	408.34	-	-	-	-	408.34
School of Rock Elk Grove & Roseville	1111	5/6/2021	225.00	-	-	-	-	225.00
School of Rock Elk Grove & Roseville	1112	5/6/2021	299.00	-	-	-	-	299.00
School of Rock Elk Grove & Roseville	1113	5/6/2021	299.00	-	-	-	-	299.00

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Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Home Science Tools	1113059A	5/7/2021	83.02	-	-	-	-	83.02
Home Science Tools	1113572A	5/9/2021	25.38	-	-	-	-	25.38
Home Science Tools	1113573A	5/9/2021	197.48	-	-	-	-	197.48
Home Science Tools	1113574A	5/8/2021	29.52	-	-	-	-	29.52
Home Science Tools	1113686A	5/9/2021	25.38	-	-	-	-	25.38
Home Science Tools	1113687A	5/13/2021	139.29	-	-	-	-	139.29
Home Science Tools	1113689A	5/9/2021	55.14	-	-	-	-	55.14
School of Rock Elk Grove & Roseville	1114	5/6/2021	139.00	-	-	-	-	139.00
School of Rock Elk Grove & Roseville	1115	5/6/2021	139.00	-	-	-	-	139.00
School of Rock Elk Grove & Roseville	1116	5/6/2021	139.00	-	-	-	-	139.00
School of Rock Elk Grove & Roseville	1117	5/6/2021	417.00	-	-	-	-	417.00
Ron Engle K Club Academy	111T	5/7/2021	40.00	-	-	-	-	40.00
JacKris Publishing, LLC	1121	5/12/2021	141.37	-	-	-	-	141.37
JacKris Publishing, LLC	1122	5/13/2021	21.99	-	-	-	-	21.99
School of Rock Elk Grove & Roseville	1123	5/7/2021	319.00	-	-	-	-	319.00
School of Rock Elk Grove & Roseville	1125	5/7/2021	319.00	-	-	-	-	319.00
School of Rock Elk Grove & Roseville	1127	5/7/2021	299.00	-	-	-	-	299.00
School of Rock Elk Grove & Roseville	1128	5/7/2021	299.00	-	-	-	-	299.00
School of Rock Elk Grove & Roseville	1130	5/7/2021	299.00	-	-	-	-	299.00
Think Outside, LLC	113997	4/30/2021	255.65	-	-	-	-	255.65
Music Future	114	5/13/2021	250.00	-	-	-	-	250.00
Think Outside, LLC	114168	5/13/2021	153.80	-	-	-	-	153.80
Think Outside, LLC	114192	5/14/2021	153.80	-	-	-	-	153.80
Homeschool Planet	1146	5/26/2021	74.95	-	-	-	-	74.95
Capital City Vision Therapy	115	4/5/2021	190.00	-	-	-	-	190.00
Music Future		5/13/2021	250.00	-	-	-	-	250.00
Little Passports	115605542	4/30/2021	128.38	-	-	-	-	128.38
Little Passports	115605590	4/30/2021	128.38	-	-	-	-	128.38
Little Passports	115651667	4/30/2021	161.30	-	-	-	-	161.30
Little Passports	115651699	4/30/2021	128.98	-	-	-	-	128.98
Little Passports	115782838	4/30/2021	128.98	-	-	-	-	128.98
Little Passports	115789348	4/30/2021	134.81	-	-	-	-	134.81
Little Passports	115789365	4/30/2021	135.44	-	-	-	-	135.44
Little Passports	115789367	4/30/2021	116.05	-	-	-	-	116.05
Little Passports	115822367	5/15/2021	135.44	-	-	-	-	135.44

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Little Passports	115822565	5/15/2021	135.44	-	-	-	-	135.44
Little Passports	115831584	5/15/2021	135.44	-	-	-	-	135.44
Music Future	116	5/13/2021	500.00	-	-	-	-	500.00
Music Future	117	5/13/2021	250.00	-	-	-	-	250.00
Music Future	118	5/13/2021	100.00	-	-	-	-	100.00
Music Future	119	5/13/2021	114.91	-	-	-	-	114.91
Capital City Vision Therapy		4/9/2021	190.00	-	-	-	-	190.00
Oak Meadow Inc.	119353	4/24/2021	794.95	-	-	-	-	794.95
Oak Meadow Inc.	119390	4/24/2021	430.45	-	-	-	-	430.45
Oak Meadow Inc.	119564	5/5/2021	795.00	-	-	-	-	795.00
Orangevale Recreation and Park District 12		5/9/2021	174.00	-	-	-	-	174.00
Toliy's Guitar		5/11/2021	2,250.00	-	-	-	-	2,250.00
Music Future	120	5/13/2021	300.80	-	-	-	-	300.80
McLaughlin Studios	122	5/20/2021	390.00	-	-	-	-	390.00
R & D Educational Systems Inc	12421	5/1/2021	149.00	-	-	-	-	149.00
R & D Educational Systems Inc	12423	5/1/2021	149.00	-	-	-	-	149.00
Sea Otter Swim Lessons	131	5/6/2021	1,549.90	-	-	-	-	1,549.90
Sea Otter Swim Lessons	132	5/6/2021	1,744.50	-	-	-	-	1,744.50
Sea Otter Swim Lessons	133	5/6/2021	406.00	-	-	-	-	406.00
Souza's Tutoring Tools	1350	4/25/2021	700.00	-	-	-	-	700.00
Natomas Music Square	138	5/2/2021	240.00	-	-	-	-	240.00
Beautiful Feet Books, Inc.	14074	4/28/2021	271.50	-	-	-	-	271.50
Beautiful Feet Books, Inc.	14097	4/29/2021	334.77	-	-	-	-	334.77
Beautiful Feet Books, Inc.	14158	5/7/2021	103.61	-	-	-	-	103.61
Beautiful Feet Books, Inc.	14169	5/8/2021	201.35	-	-	-	-	201.35
Beautiful Feet Books, Inc.	14172	5/8/2021	259.24	-	-	-	-	259.24
Beautiful Feet Books, Inc.	14271	5/21/2021	56.56	-	-	-	-	56.56
Beautiful Feet Books, Inc.	14283	5/23/2021	256.97	-	-	-	-	256.97
Sacramento Bronze Art Foundry	1468	4/25/2021	650.00	-	-	-	-	650.00
Communication Tools	1497	5/1/2021	300.00	-	-	-	-	300.00
Rainwater Music Company	15	5/2/2021	196.00	-	-	-	-	196.00
Teacher Synergy, LLC	150386389	4/28/2021	5.00	-	-	-	-	5.00
Teacher Synergy, LLC	152353971	5/14/2021	30.00	-	-	-	-	30.00
Teacher Synergy, LLC	152365095	5/14/2021	22.98	-	-	-	-	22.98
Teacher Synergy, LLC	152401104	5/14/2021	46.72	-	-	-	-	46.72

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Teacher Synergy, LLC	152593120	5/17/2021	14.99	-	-	-	-	14.99
Teacher Synergy, LLC	152648645	5/17/2021	104.00	-	-	-	-	104.00
Teacher Synergy, LLC	152650902	5/17/2021	83.43	-	-	-	-	83.43
Teacher Synergy, LLC	152651021	5/17/2021	239.99	-	-	-	-	239.99
Anna Vavrynyuk	16	5/5/2021	686.68	-	-	-	-	686.68
K3 Syncopation, LLC	163	4/30/2021	513.00	-	-	-	-	513.00
K3 Syncopation, LLC	167	5/21/2021	820.80	-	-	-	-	820.80
CB Music	16880	5/20/2021	4,370.00	-	-	-	-	4,370.00
K3 Syncopation, LLC	169	5/21/2021	136.00	-	-	-	-	136.00
The Critical Thinking Co.	170415A	4/25/2021	70.48	-	-	-	-	70.48
The Critical Thinking Co.	170416A	4/25/2021	31.94	-	-	-	-	31.94
The Critical Thinking Co.	170422A	4/25/2021	42.49	-	-	-	-	42.49
The Critical Thinking Co.	170423A	4/25/2021	42.49	-	-	-	-	42.49
The Critical Thinking Co.	170772A	5/6/2021	314.97	-	-	-	-	314.97
The Critical Thinking Co.	170800A	5/7/2021	50.47	-	-	-	-	50.47
The Critical Thinking Co.	170807A	5/7/2021	40.49	-	-	-	-	40.49
K3 Syncopation, LLC	171	5/21/2021	494.00	-	-	-	-	494.00
Monica Zarate	18	4/30/2021	180.00	-	-	-	-	180.00
EMH Sports USA, Inc.	182-241213-3	5/7/2021	850.00	-	-	-	-	850.00
Lotus Educational Services, Inc.	1832	5/6/2021	1,537.80	-	-	-	-	1,537.80
Vadim Geletyuk	18vg	5/9/2021	1,040.00	-	-	-	-	1,040.00
Dance 10 Dance Center	19	5/6/2021	410.00	-	-	-	-	410.00
Crafty School Crates	19038	4/28/2021	378.93	-	-	-	-	378.93
Crafty School Crates	19310	5/22/2021	98.98	-	-	-	-	98.98
Kim Mordecai	195	5/1/2021	240.00	-	-	-	-	240.00
Kim Mordecai	196	5/1/2021	240.00	-	-	-	-	240.00
Karina Sheremet	1962	5/7/2021	1,170.00	-	-	-	-	1,170.00
Vadim Geletyuk	19vg	5/3/2021	80.00	-	-	-	-	80.00
Valentina Chistyakova	2	5/22/2021	180.00	-	-	-	-	180.00
Miyagi Gymnastics Academy	2,262	4/25/2021	80.00	-	-	-	-	80.00
Silicon Valley High School Inc	20-3576	4/5/2021	190.00	-	-	-	-	190.00
Leighton Dance Project	201130	4/6/2021	280.00	-	-	-	-	280.00
Leighton Dance Project	201131	4/6/2021	330.00	-	-	-	-	330.00
Erie Cicelski	20180941	5/11/2021	572.00	-	-	-	-	572.00
Fisheye, Inc.	20197	5/14/2021	629.00	-	-	-	-	629.00

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Mary Preston	2021-02	5/21/2021	120.00	-	-	-	-	120.00
Homeschool Spanish Academy		5/7/2021	292.00	-	-	-	-	292.00
Sunshine Swim and Fitness Center	2021-03	4/30/2021	1,393.00	-	-	-	-	1,393.00
Ms. Kitty's Sewing & Enrichment Service	2021-2-ICS	5/6/2021	315.00	-	-	-	-	315.00
Ms. Kitty's Sewing & Enrichment Service	2021-4-ICS	5/6/2021	140.00	-	-	-	-	140.00
Ms. Kitty's Sewing & Enrichment Service	2021-5-ICS	5/6/2021	140.00	-	-	-	-	140.00
Griffin Tutoring	2021-aprCWS-3	5/15/2021	270.00	-	-	-	-	270.00
Precision Dance Center	2021-JL-006	5/25/2021	70.00	-	-	-	-	70.00
Precision Dance Center	2021-JL-007	5/25/2021	70.00	-	-	-	-	70.00
Rowboat Group, LLC	2021_0101	5/1/2021	5,280.00	-	-	-	-	5,280.00
Tinker's Coin Productions	20210401-1	5/1/2021	405.00	-	-	-	-	405.00
Dream Enrichment Classes	20212104	5/21/2021	490.00	-	-	-	-	490.00
Rosamaria Pereira	206	5/1/2021	260.00	-	-	-	-	260.00
Regina Lott		5/25/2021	405.00	-	-	-	-	405.00
Regina Lott	209	5/25/2021	540.00	-	-	-	-	540.00
Vadim Geletyuk	20vg	5/3/2021	120.00	-	-	-	-	120.00
WriteShop	21-0417	5/7/2021	38.00	-	-	-	-	38.00
Regina Lott	210	5/25/2021	540.00	-	-	-	-	540.00
CrossFit Roseville	210401	5/10/2021	925.00	-	-	-	-	925.00
CrossFit Roseville	210402	5/10/2021	155.00	-	-	-	-	155.00
Regina Lott	212	5/25/2021	120.00	-	-	-	-	120.00
Regina Lott	213	5/25/2021	120.00	-	-	-	-	120.00
Regina Lott	214	5/25/2021	360.00	-	-	-	-	360.00
Regina Lott	215	5/25/2021	660.00	-	-	-	-	660.00
TLC Stables Inc.	2187	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2188	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2189	5/10/2021	160.00	-	-	-	-	160.00
TLC Stables Inc.	2190	5/10/2021	160.00	-	-	-	-	160.00
TLC Stables Inc.	2191	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2192	5/10/2021	40.00	-	-	-	-	40.00
Art of Problem Solving	219205	4/25/2021	156.20	-	-	-	-	156.20
TLC Stables Inc.	2193	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2194	5/10/2021	160.00	-	-	-	-	160.00
TLC Stables Inc.	2195	5/10/2021	80.00	-	-	-	-	80.00
TLC Stables Inc.	2196	5/10/2021	120.00	-	-	-	-	120.00

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TLC Stables Inc.	2197	5/10/2021	240.00	-	-	-	-	240.00
TLC Stables Inc.	2198	5/10/2021	160.00	-	-	-	-	160.00
TLC Stables Inc.	2199	5/10/2021	160.00	-	-	-	-	160.00
Vadim Geletyuk	21vg	5/19/2021	360.00	-	-	-	-	360.00
TLC Stables Inc.	2200	5/10/2021	160.00	-	-	-	-	160.00
TLC Stables Inc.	2201	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2202	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2203	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2204	5/10/2021	40.00	-	-	-	-	40.00
TLC Stables Inc.	2205	5/10/2021	80.00	-	-	-	-	80.00
TLC Stables Inc.	2206	5/10/2021	40.00	-	-	-	-	40.00
Heart Beats Music School	2310	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2311	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2312	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2313	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2314	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2315	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2316	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2317	5/5/2021	105.00	-	-	-	-	105.00
Heart Beats Music School	2319	5/5/2021	125.00	-	-	-	-	125.00
Heart Beats Music School	2320	5/5/2021	125.00	-	-	-	-	125.00
Heart Beats Music School	2321	5/5/2021	125.00	-	-	-	-	125.00
Heart Beats Music School	2322	5/5/2021	125.00	-	-	-	-	125.00
Heart Beats Music School	2323	5/5/2021	125.00	-	-	-	-	125.00
Heart Beats Music School	2324	5/12/2021	135.00	-	-	-	-	135.00
Heart Beats Music School	2325	5/12/2021	135.00	-	-	-	-	135.00
Malko Performing Arts	2356	5/31/2021	210.00	-	-	-	-	210.00
Moving Beyond the Page	252091	5/5/2021	72.17	-	-	-	-	72.17
Moving Beyond the Page	252668	5/14/2021	14.95	-	-	-	-	14.95
Moving Beyond the Page	252775	5/15/2021	24.49	-	-	-	-	24.49
Moving Beyond the Page	252778	5/15/2021	17.31	-	-	-	-	17.31
Moving Beyond the Page	252779	5/15/2021	17.31	-	-	-	-	17.31
Moving Beyond the Page	252842	5/15/2021	16.08	-	-	-	-	16.08
Alexandra Sokolov	254	5/19/2021	225.00	-	-	-	-	225.00
Alexandra Sokolov	257	5/19/2021	420.00	-	-	-	-	420.00

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Alexandra Sokolov	258	5/19/2021	420.00	-	-	-	-	420.00
Alexandra Sokolov	259	5/19/2021	420.00	-	-	-	-	420.00
Hawkins School of Performing Arts	27	3/24/2021	179.00	-	-	-	-	179.00
Six Bar Ranch		4/29/2021	1,190.00	-	-	-	-	1,190.00
Olga Petrenko	281	5/6/2021	210.00	-	-	-	-	210.00
Olga Petrenko	282	5/6/2021	210.00	-	-	-	-	210.00
Olga Petrenko	283	5/6/2021	210.00	-	-	-	-	210.00
Olga Petrenko	284	5/6/2021	210.00	-	-	-	-	210.00
Olga Petrenko	285	5/6/2021	210.00	-	-	-	-	210.00
Olga Petrenko	286	5/6/2021	210.00	-	-	-	-	210.00
8x8 Inc.	2967566	5/1/2021	504.07	-	-	-	-	504.07
CCVAA	3	5/20/2021	1,000.00	-	-	-	-	1,000.00
Valentina Chistyakova		5/22/2021	180.00	-	-	-	-	180.00
Natalya Tuzlov		5/5/2021	450.00	-	-	-	-	450.00
Irina Samarina	306	5/10/2021	210.00	-	-	-	-	210.00
Irina Samarina	307	5/19/2021	600.00	-	-	-	-	600.00
Irina Samarina	308	5/19/2021	1,000.00	-	-	-	-	1,000.00
BookShark	31122384	4/25/2021	727.68	-	-	-	-	727.68
BookShark	31125666	5/12/2021	141.54	-	-	-	-	141.54
BookShark	31125682	5/12/2021	258.56	-	-	-	-	258.56
BookShark	31125683	5/12/2021	258.56	-	-	-	-	258.56
BookShark	31125991	5/13/2021	30.57	-	-	-	-	30.57
Eaton Interpreting Services, Inc.	312862	4/8/2021	4,172.50	-	-	-	-	4,172.50
Outside the Box Creation	3230	5/14/2021	131.85	-	-	-	-	131.85
Outside the Box Creation	3231	5/14/2021	47.95	-	-	-	-	47.95
Christine Land	3312021	4/30/2021	222.00	-	-	-	-	222.00
Christine Land	3312021EL	5/15/2021	420.00	-	-	-	-	420.00
Rainbow Resource Center	3352704	4/25/2021	131.76	-	-	-	-	131.76
Rainbow Resource Center	3353322	4/25/2021	257.73	-	-	-	-	257.73
Rainbow Resource Center	3353488	4/24/2021	117.33	-	-	-	-	117.33
Rainbow Resource Center	3353586	4/24/2021	54.37	-	-	-	-	54.37
Rainbow Resource Center	3353591	4/25/2021	63.16	-	-	-	-	63.16
Rainbow Resource Center	3353889	4/28/2021	120.17	-	-	-	-	120.17
Rainbow Resource Center	3354155	4/25/2021	113.09	-	-	-	-	113.09
Rainbow Resource Center	3354236	4/28/2021	98.53	-	-	-	-	98.53

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Rainbow Resource Center	3354240	4/28/2021	140.58	-	-	-	-	140.58
Rainbow Resource Center	3354252	4/25/2021	124.40	-	-	-	-	124.40
Rainbow Resource Center	3354254	4/28/2021	105.62	-	-	-	-	105.62
Rainbow Resource Center	3354323	4/28/2021	163.50	-	-	-	-	163.50
Rainbow Resource Center	3355747	4/29/2021	175.82	-	-	-	-	175.82
Rainbow Resource Center	3356056	4/29/2021	33.03	-	-	-	-	33.03
Rainbow Resource Center	3356061	4/29/2021	42.18	-	-	-	-	42.18
Rainbow Resource Center	3356065	4/29/2021	75.73	-	-	-	-	75.73
Rainbow Resource Center	3356070	4/29/2021	70.17	-	-	-	-	70.17
Rainbow Resource Center	3356077	4/29/2021	141.36	-	-	-	-	141.36
Rainbow Resource Center	3356089	4/29/2021	426.56	-	-	-	-	426.56
Rainbow Resource Center	3356095	4/29/2021	143.34	-	-	-	-	143.34
Rainbow Resource Center	3356097	4/29/2021	56.67	-	-	-	-	56.67
Rainbow Resource Center	3356100	4/29/2021	50.35	-	-	-	-	50.35
Rainbow Resource Center	3356102	4/29/2021	120.99	-	-	-	-	120.99
Rainbow Resource Center	3356786	4/30/2021	74.35	-	-	-	-	74.35
Rainbow Resource Center	3356801	4/30/2021	146.43	-	-	-	-	146.43
Rainbow Resource Center	3356843	4/30/2021	234.42	-	-	-	-	234.42
Rainbow Resource Center	3357143	4/30/2021	25.68	-	-	-	-	25.68
Rainbow Resource Center	3357144	4/30/2021	166.03	-	-	-	-	166.03
Rainbow Resource Center	3357158	4/30/2021	85.86	-	-	-	-	85.86
Rainbow Resource Center	3357169	4/30/2021	81.28	-	-	-	-	81.28
Rainbow Resource Center	3357486	5/1/2021	28.90	-	-	-	-	28.90
Rainbow Resource Center	3357572	5/1/2021	140.58	-	-	-	-	140.58
Rainbow Resource Center	3357767	5/1/2021	495.19	-	-	-	-	495.19
Rainbow Resource Center	3357770	5/1/2021	114.36	-	-	-	-	114.36
Rainbow Resource Center	3357786	5/1/2021	120.87	-	-	-	-	120.87
Rainbow Resource Center	3357858	5/1/2021	222.96	-	-	-	-	222.96
Rainbow Resource Center	3357859	5/1/2021	239.89	-	-	-	-	239.89
Rainbow Resource Center	3357861	5/1/2021	229.41	-	-	-	-	229.41
Rainbow Resource Center	3357862	5/1/2021	174.22	-	-	-	-	174.22
Rainbow Resource Center	3357863	5/1/2021	198.88	-	-	-	-	198.88
Rainbow Resource Center	3358012	4/30/2021	99.37	-	-	-	-	99.37
Rainbow Resource Center	3358893	5/2/2021	36.81	-	-	-	-	36.81
Rainbow Resource Center	3358915	5/2/2021	55.71	-	-	-	-	55.71

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Rainbow Resource Center	3358916	5/2/2021	49.11	-	-	-	-	49.11
Rainbow Resource Center	3358919	5/2/2021	70.21	-	-	-	-	70.21
Rainbow Resource Center	3359228	5/2/2021	200.88	-	-	-	-	200.88
Rainbow Resource Center	3359231	5/2/2021	200.88	-	-	-	-	200.88
Rainbow Resource Center	3359233	5/2/2021	42.09	-	-	-	-	42.09
Rainbow Resource Center	3359237	5/2/2021	187.46	-	-	-	-	187.46
Rainbow Resource Center	3359913	5/5/2021	119.55	-	-	-	-	119.55
Rainbow Resource Center	3359914	5/5/2021	178.60	-	-	-	-	178.60
Rainbow Resource Center	3359915	5/2/2021	118.20	-	-	-	-	118.20
Rainbow Resource Center	3359917	5/5/2021	45.38	-	-	-	-	45.38
Rainbow Resource Center	3359918	5/5/2021	60.54	-	-	-	-	60.54
Rainbow Resource Center	3359919	5/5/2021	47.50	-	-	-	-	47.50
Rainbow Resource Center	3359920	5/5/2021	67.45	-	-	-	-	67.45
Rainbow Resource Center	3359921	5/5/2021	178.13	-	-	-	-	178.13
Rainbow Resource Center	3359922	5/5/2021	256.85	-	-	-	-	256.85
Rainbow Resource Center	3363109	5/8/2021	75.09	-	-	-	-	75.09
Rainbow Resource Center	3364576	5/12/2021	30.07	-	-	-	-	30.07
Rainbow Resource Center	3364733	5/12/2021	155.38	-	-	-	-	155.38
Rainbow Resource Center	3364736	5/12/2021	24.89	-	-	-	-	24.89
Rainbow Resource Center	3364777	5/12/2021	101.40	-	-	-	-	101.40
Rainbow Resource Center	3364783	5/12/2021	136.64	-	-	-	-	136.64
Rainbow Resource Center	3364935	5/12/2021	50.59	-	-	-	-	50.59
Rainbow Resource Center	3364942	5/12/2021	50.59	-	-	-	-	50.59
Rainbow Resource Center	3375703	5/26/2021	278.72	-	-	-	-	278.72
Teaching Textbooks	34213	4/24/2021	110.53	-	-	-	-	110.53
Teaching Textbooks	34220	4/24/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34221	4/24/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34225	4/24/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34243	4/28/2021	135.40	-	-	-	-	135.40
Teaching Textbooks	34249	4/28/2021	67.08	-	-	-	-	67.08
Teaching Textbooks	34266	4/29/2021	98.53	-	-	-	-	98.53
Teaching Textbooks	34345	5/7/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34351	5/8/2021	165.40	-	-	-	-	165.40
Teaching Textbooks	34357	5/8/2021	200.40	-	-	-	-	200.40
Teaching Textbooks	34405	5/14/2021	67.08	-	-	-	-	67.08

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Teaching Textbooks	34407	5/14/2021	55.08	-	-	-	-	55.08
Teaching Textbooks	34446	5/20/2021	165.40	-	-	-	-	165.40
Kitchen Stewardship LLC	353	5/3/2021	149.95	-	-	-	-	149.95
Timberdoodle.com	357187	4/5/2021	1,255.40	-	-	-	-	1,255.40
Timberdoodle.com	357976	4/19/2021	875.28	-	-	-	-	875.28
Timberdoodle.com	358361	4/26/2021	103.52	-	-	-	-	103.52
Timberdoodle.com	358362	4/26/2021	74.46	-	-	-	-	74.46
Timberdoodle.com	358517	4/30/2021	73.84	-	-	-	-	73.84
Lakeshore	3642590221	3/10/2021	403.08	-	-	-	-	403.08
Kim Snow's Music Studio	3657	5/2/2021	140.00	-	-	-	-	140.00
Kim Snow's Music Studio	3658	5/2/2021	140.00	-	-	-	-	140.00
Lakeshore	3678830221	3/11/2021	178.86	-	-	-	-	178.86
Lakeshore	3682110221	3/10/2021	566.16	-	-	-	-	566.16
Kim Snow's Music Studio	3715	4/30/2021	50.00	-	-	-	-	50.00
Bitsbox	3762	4/28/2021	86.85	-	-	-	-	86.85
Bitsbox	3763	4/28/2021	86.85	-	-	-	-	86.85
Bitsbox	3764	4/28/2021	86.85	-	-	-	-	86.85
Lakeshore	3784240221	3/12/2021	86.15	-	-	-	-	86.15
Lakeshore	3784250221	3/19/2021	404.76	-	-	-	-	404.76
Bitsbox	3796	5/6/2021	251.70	-	-	-	-	251.70
Lakeshore	3812700221	3/18/2021	93.69	-	-	-	-	93.69
Activities for Learning Inc.	382827	4/28/2021	43.50	-	-	-	-	43.50
Lakeshore	3828320221	3/14/2021	42.51	-	-	-	-	42.51
Lakeshore	3828330221	3/14/2021	95.01	-	-	-	-	95.01
Brave Writer LLC	39381997	4/6/2021	168.35	-	-	-	-	168.35
Brave Writer LLC	39583609	4/12/2021	239.00	-	-	-	-	239.00
Brave Writer LLC	39683610	4/12/2021	239.00	-	-	-	-	239.00
Jaime Layton	4	5/13/2021	945.00	-	-	-	-	945.00
All Star Gymnastics	400	5/1/2021	143.10	-	-	-	-	143.10
Singapore Math, Inc.	411934	4/24/2021	63.28	-	-	-	-	63.28
McColgan & Assocaites Inc	4127	4/14/2021	1,691.30	-	-	-	-	1,691.30
Singapore Math, Inc.	412737	4/30/2021	39.86	-	-	-	-	39.86
Singapore Math, Inc.	412738	5/1/2021	105.60	-	-	-	-	105.60
Singapore Math, Inc.	412743	5/1/2021	105.60	-	-	-	-	105.60
Singapore Math, Inc.	413794	5/14/2021	92.23	-	-	-	-	92.23

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Kiera Odell	415	5/15/2021	442.50	-	-	-	-	442.50
River City Dance Academy	41521	5/15/2021	152.00	-	-	-	-	152.00
Lakeshore	4317340920	10/4/2020	136.72	-	-	-	-	136.72
Lakeshore	4470720321	4/25/2021	173.98	-	-	-	-	173.98
Tatyana Kalmykov	46	5/1/2021	240.00	-	-	-	-	240.00
Tatyana Tirziu	47	2/14/2021	1,665.00	-	-	-	-	1,665.00
The Curiosity Collective		4/29/2021	925.00	-	-	-	-	925.00
Provenance	4775	4/25/2021	6,175.00	-	-	-	-	6,175.00
Provenance	4778	4/25/2021	6,726.41	-	-	-	-	6,726.41
Provenance	4784	4/25/2021	13,368.22	-	-	-	-	13,368.22
Provenance	4787	4/28/2021	8,071.69	-	-	-	-	8,071.69
Provenance	4794	4/29/2021	156.00	-	-	-	-	156.00
Provenance	4800	4/30/2021	1,300.00	-	-	-	-	1,300.00
Provenance	4808	4/30/2021	1,955.63	-	-	-	-	1,955.63
Provenance	4811	5/7/2021	23,871.83	-	-	-	-	23,871.83
Lakeshore	4820940321	4/18/2021	451.40	-	-	-	-	451.40
Provenance	4828	5/12/2021	1,500.00	-	-	-	-	1,500.00
Provenance	4833	5/12/2021	2,140.00	-	-	-	-	2,140.00
Provenance	4839	5/12/2021	4,600.00	-	-	-	-	4,600.00
Lakeshore	4850870321	4/22/2021	21.54	-	-	-	-	21.54
The Curiosity Collective	49	5/5/2021	720.00	-	-	-	-	720.00
Provenance	4920	5/15/2021	6,472.72	-	-	-	-	6,472.72
Provenance	4926	5/20/2021	771.72	-	-	-	-	771.72
Lakeshore	4939510321	4/23/2021	16.54	-	-	-	-	16.54
Lakeshore	4954160321	4/23/2021	88.83	-	-	-	-	88.83
Simply Coding	497	5/7/2021	145.00	-	-	-	-	145.00
Speech Therapy Associates	4982	5/11/2021	109.00	-	-	-	-	109.00
Tatyana Kalmykov	50	5/1/2021	120.00	-	-	-	-	120.00
Lakeshore	5022940321	4/25/2021	32.46	-	-	-	-	32.46
Music and More Arts Academy	5072	5/15/2021	390.00	-	-	-	-	390.00
Elite Studio of Dance	50930	4/30/2021	82.50	-	-	-	-	82.50
Tatyana Kalmykov	51	5/1/2021	160.00	-	-	-	-	160.00
Lakeshore	5131380321	4/29/2021	43.48	-	-	-	-	43.48
Lakeshore	5131390321	4/29/2021	4.34	-	-	-	-	4.34
Lakeshore	5131400321	4/30/2021	75.06	-	-	-	-	75.06

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Lakeshore	5131410321	4/30/2021	29.32	-	-	-	-	29.32
Lakeshore	5131420321	4/30/2021	435.87	-	-	-	-	435.87
Lakeshore	5131430321	4/29/2021	156.51	-	-	-	-	156.51
Lakeshore	5131450321	4/29/2021	145.43	-	-	-	-	145.43
First Choice Tutoring	516	4/28/2021	810.00	-	-	-	-	810.00
First Choice Tutoring	517	4/28/2021	810.00	-	-	-	-	810.00
TalkBox.Mom, Inc	518956 - 1	5/13/2021	86.20	-	-	-	-	86.20
Tatyana Kalmykov	52	5/1/2021	320.00	-	-	-	-	320.00
Slava Swim - Viacheslav Shyrshov		4/28/2021	1,620.00	-	-	-	-	1,620.00
Lori Huck	527	5/16/2021	410.00	-	-	-	-	410.00
Slava Swim - Viacheslav Shyrshov	53	4/30/2021	225.00	-	-	-	-	225.00
TalkBox.Mom, Inc	531480	4/24/2021	315.49	-	-	-	-	315.49
Peace Hill Press, Inc. dba Well Trained N	53873	5/23/2021	32.00	-	-	-	-	32.00
Slava Swim - Viacheslav Shyrshov	54	5/15/2021	540.00	-	-	-	-	540.00
Arabic Homeschool	5460	5/1/2021	386.00	-	-	-	-	386.00
A Brighter Child, Inc	56534	4/30/2021	160.00	-	-	-	-	160.00
A Brighter Child, Inc	56720	5/12/2021	225.00	-	-	-	-	225.00
A Brighter Child, Inc	56721	4/30/2021	130.00	-	-	-	-	130.00
A Brighter Child, Inc	56737	4/30/2021	130.00	-	-	-	-	130.00
A Brighter Child, Inc	56739	4/30/2021	90.00	-	-	-	-	90.00
A Brighter Child, Inc	56740	5/22/2021	90.00	-	-	-	-	90.00
A Brighter Child, Inc	56741	4/30/2021	130.00	-	-	-	-	130.00
A Brighter Child, Inc	56792	4/30/2021	240.00	-	-	-	-	240.00
A Brighter Child, Inc	56794	4/30/2021	130.00	-	-	-	-	130.00
A Brighter Child, Inc	56797	4/30/2021	150.00	-	-	-	-	150.00
A Brighter Child, Inc	56800	4/30/2021	130.00	-	-	-	-	130.00
A Brighter Child, Inc	56802	5/12/2021	225.00	-	-	-	-	225.00
Nicole Corrine McClanahan	57	4/25/2021	676.00	-	-	-	-	676.00
A Brighter Child, Inc	57078	4/30/2021	160.00	-	-	-	-	160.00
A Brighter Child, Inc	57152	5/21/2021	120.00	-	-	-	-	120.00
A Brighter Child, Inc	57355	4/24/2021	50.61	-	-	-	-	50.61
A Brighter Child, Inc	57392	4/24/2021	50.61	-	-	-	-	50.61
A Brighter Child, Inc	57441	5/16/2021	153.91	-	-	-	-	153.91
A Brighter Child, Inc	57474	4/29/2021	92.06	-	-	-	-	92.06
A Brighter Child, Inc	57538	4/29/2021	423.19	-	-	-	-	423.19

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A Brighter Child, Inc	57562	5/22/2021	389.28	-	-	-	-	389.28
A Brighter Child, Inc	57601	4/24/2021	316.98	-	-	-	-	316.98
A Brighter Child, Inc	57604	4/24/2021	248.88	-	-	-	-	248.88
A Brighter Child, Inc	57605	4/24/2021	134.42	-	-	-	-	134.42
A Brighter Child, Inc	57607	4/24/2021	195.70	-	-	-	-	195.70
A Brighter Child, Inc	57612	4/24/2021	361.17	-	-	-	-	361.17
A Brighter Child, Inc	57622	4/29/2021	115.31	-	-	-	-	115.31
A Brighter Child, Inc	57649	4/24/2021	32.22	-	-	-	-	32.22
A Brighter Child, Inc	57651	4/29/2021	216.36	-	-	-	-	216.36
A Brighter Child, Inc	57652	4/29/2021	155.03	-	-	-	-	155.03
A Brighter Child, Inc	57658	4/29/2021	51.72	-	-	-	-	51.72
A Brighter Child, Inc	57668	5/9/2021	514.37	-	-	-	-	514.37
A Brighter Child, Inc	57722	5/9/2021	183.23	-	-	-	-	183.23
A Brighter Child, Inc	57723	5/9/2021	210.42	-	-	-	-	210.42
A Brighter Child, Inc	57840	4/25/2021	356.95	-	-	-	-	356.95
A Brighter Child, Inc	57855	5/13/2021	26.04	-	-	-	-	26.04
A Brighter Child, Inc	57856	5/13/2021	21.72	-	-	-	-	21.72
A Brighter Child, Inc	57877	5/19/2021	36.61	-	-	-	-	36.61
A Brighter Child, Inc	57878	5/19/2021	25.75	-	-	-	-	25.75
A Brighter Child, Inc	57879	5/19/2021	15.03	-	-	-	-	15.03
A Brighter Child, Inc	57959	5/19/2021	66.78	-	-	-	-	66.78
A Brighter Child, Inc	57960	5/19/2021	136.77	-	-	-	-	136.77
A Brighter Child, Inc	57961	5/19/2021	64.59	-	-	-	-	64.59
A Brighter Child, Inc	57962	5/19/2021	61.35	-	-	-	-	61.35
A Brighter Child, Inc	57963	5/19/2021	114.15	-	-	-	-	114.15
A Brighter Child, Inc	57966	5/23/2021	361.06	-	-	-	-	361.06
A Brighter Child, Inc	57967	5/22/2021	200.26	-	-	-	-	200.26
A Brighter Child, Inc	57996	4/30/2021	210.02	-	-	-	-	210.02
A Brighter Child, Inc	58007	4/24/2021	81.86	-	-	-	-	81.86
A Brighter Child, Inc	58014	5/22/2021	310.79	-	-	-	-	310.79
A Brighter Child, Inc	58040	4/29/2021	128.43	-	-	-	-	128.43
A Brighter Child, Inc	58041	4/25/2021	42.93	-	-	-	-	42.93
A Brighter Child, Inc	58042	4/25/2021	188.24	-	-	-	-	188.24
A Brighter Child, Inc	58066	5/22/2021	460.35	-	-	-	-	460.35
A Brighter Child, Inc	58079	5/15/2021	42.28	-	-	-	-	42.28

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A Brighter Child, Inc	58080	5/6/2021	136.21	-	-	-	-	136.21
A Brighter Child, Inc	58129	5/23/2021	122.48	-	-	-	-	122.48
A Brighter Child, Inc	58133	5/23/2021	155.08	-	-	-	-	155.08
A Brighter Child, Inc	58134	5/23/2021	102.28	-	-	-	-	102.28
A Brighter Child, Inc	58300	5/22/2021	139.94	-	-	-	-	139.94
CBC Therapeutic Horseback Riding Acad	59	5/4/2021	2,050.00	-	-	-	-	2,050.00
Nunez Martial Arts Academy	610	5/21/2021	3,139.00	-	-	-	-	3,139.00
Y Corporation dba Mathnasium	61753	4/29/2021	405.00	-	-	-	-	405.00
Honest History Co	6216	4/24/2021	75.41	-	-	-	-	75.41
Honest History Co	6218	4/24/2021	164.72	-	-	-	-	164.72
Honest History Co	6219	4/24/2021	38.87	-	-	-	-	38.87
CBC Therapeutic Horseback Riding Acad	63	5/14/2021	400.00	-	-	-	-	400.00
Roseville Community School	6457	4/6/2021	840.00	-	-	-	-	840.00
Viktoria Dzhumara	66	4/30/2021	120.00	-	-	-	-	120.00
Viktoria Dzhumara	68	5/13/2021	360.00	-	-	-	-	360.00
Folsom Piano Academy	68614	5/9/2021	128.00	-	-	-	-	128.00
Divergence Dance Conservatory	7	5/9/2021	400.00	-	-	-	-	400.00
Law Offices of Young, Minney & Corr, LL	70707	4/5/2021	1,410.00	-	-	-	-	1,410.00
MoxieBox Art, Inc	7502	4/24/2021	178.98	-	-	-	-	178.98
MoxieBox Art, Inc	7544	5/6/2021	178.98	-	-	-	-	178.98
Brandy Ruscica	77	5/7/2021	552.50	-	-	-	-	552.50
Institute for Excellence in Writing	771754	4/29/2021	172.55	-	-	-	-	172.55
Institute for Excellence in Writing	772196	4/30/2021	22.09	-	-	-	-	22.09
Institute for Excellence in Writing	772198	4/30/2021	58.55	-	-	-	-	58.55
Institute for Excellence in Writing	772199	4/30/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	772205	4/30/2021	58.55	-	-	-	-	58.55
Institute for Excellence in Writing	772213	4/30/2021	37.10	-	-	-	-	37.10
Institute for Excellence in Writing	772912	4/30/2021	58.55	-	-	-	-	58.55
Institute for Excellence in Writing	772919	4/30/2021	191.94	-	-	-	-	191.94
Institute for Excellence in Writing	772925	4/30/2021	353.57	-	-	-	-	353.57
Institute for Excellence in Writing	775872	5/15/2021	170.39	-	-	-	-	170.39
Institute for Excellence in Writing	775874	5/15/2021	190.87	-	-	-	-	190.87
Institute for Excellence in Writing	776287	5/22/2021	37.10	-	-	-	-	37.10
Brandy Ruscica	78	5/20/2021	682.50	-	-	-	-	682.50
Dino Lingo Inc	79232-P014-INV	5/31/2021	119.00	-	-	-	-	119.00

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Music To Grow On, Music Therapy Servi	8162	4/1/2021	120.00	-	-	-	-	120.00
Linda Henry	9	5/20/2021	600.00	-	-	-	-	600.00
All About Learning Press, Inc.	906361	4/24/2021	159.90	-	-	-	-	159.90
All About Learning Press, Inc.	906405	4/29/2021	176.80	-	-	-	-	176.80
All About Learning Press, Inc.	906414	4/29/2021	197.70	-	-	-	-	197.70
All About Learning Press, Inc.	906415	4/29/2021	90.80	-	-	-	-	90.80
All About Learning Press, Inc.	906587	5/16/2021	208.75	-	-	-	-	208.75
Capital City Vision Therapy	91	4/4/2021	190.00	-	-	-	-	190.00
Jostens Inc	91875	3/21/2021	(27.08)	-	-	-	-	(27.08)
Dino Lingo Inc	93982-P005-INV	5/25/2021	119.00	-	-	-	-	119.00
Wieser Educational	94853	5/22/2021	165.82	-	-	-	-	165.82
Capital City Vision Therapy	95	4/10/2021	190.00	-	-	-	-	190.00
Kovar's Satori Academy of Martial Arts	95651-C003-TCS	5/20/2021	100.00	-	-	-	-	100.00
Alisher Sodikov	A70	5/17/2021	140.00	-	-	-	-	140.00
Alisher Sodikov	A71	5/24/2021	175.00	-	-	-	-	175.00
Stephanie Morris	AC23	4/25/2021	340.00	-	-	-	-	340.00
Margaret Johnson	Amara1of2021	4/30/2021	850.00	-	-	-	-	850.00
KiwiCo, Inc	APR-21-COTTON-1	5/30/2021	2,329.62	-	-	-	-	2,329.62
California Learning Center	Apr/May21	5/7/2021	3,200.00	-	-	-	-	3,200.00
Kovars, Inc - Waterman	ARABADMARMAY21	4/26/2021	1,755.00	-	-	-	-	1,755.00
Amy Walters	AW04302021	5/15/2021	1,160.00	-	-	-	-	1,160.00
Amy Walters	AW05312021	5/20/2021	360.00	-	-	-	-	360.00
Jennene Bermodes	BERM041621	5/16/2021	421.24	-	-	-	-	421.24
Encore Music Center	BOND#4	4/25/2021	110.00	-	-	-	-	110.00
Encore Music Center	BOND#5	5/12/2021	330.00	-	-	-	-	330.00
Kovar's Satori Academy - Carmichael	CarmApr2021	5/23/2021	1,429.95	-	-	-	-	1,429.95
Stephanie Morris	CC19	4/25/2021	225.00	-	-	-	-	225.00
MEL Science U.S. LLC	CH2021032901	4/28/2021	279.20	-	-	-	-	279.20
Sheri Joyce aka Well Read Fred Writing	CW-0321	5/2/2021	600.00	-	-	-	-	600.00
Linda Reams	CW8	4/28/2021	120.00	-	-	-	-	120.00
Natalie Savytskyy	CWCS04142021	5/14/2021	840.00	-	-	-	-	840.00
Galaxy Dance Arts, LLC	CWS-JT-4-2021	5/5/2021	189.00	-	-	-	-	189.00
Galaxy Dance Arts, LLC	CWS-JT-5-2021	5/5/2021	189.00	-	-	-	-	189.00
Kathryn Burns	CWSSP221	5/20/2021	238.08	-	-	-	-	238.08
BYU Independent Study	DCE-00008165	4/1/2021	1,377.00	-	-	-	-	1,377.00

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Educational Development Corporation	DIR9114350	4/27/2021	157.73	-	-	-	-	157.73
Educational Development Corporation	DIR9122322	4/28/2021	160.09	-	-	-	-	160.09
Educational Development Corporation	DIR9132669	4/29/2021	412.94	-	-	-	-	412.94
Educational Development Corporation	DIR9139763	4/30/2021	29.10	-	-	-	-	29.10
Educational Development Corporation	DIR9139764	4/30/2021	64.82	-	-	-	-	64.82
Educational Development Corporation	DIR9139765	4/30/2021	38.17	-	-	-	-	38.17
Educational Development Corporation	DIR9139766	4/30/2021	57.55	-	-	-	-	57.55
Educational Development Corporation	DIR9139767	4/30/2021	130.67	-	-	-	-	130.67
Educational Development Corporation	DIR9139771	4/30/2021	217.50	-	-	-	-	217.50
Educational Development Corporation	DIR9139772	4/30/2021	136.56	-	-	-	-	136.56
Educational Development Corporation	DIR9169515	5/6/2021	72.99	-	-	-	-	72.99
Educational Development Corporation	DIR9169524	5/6/2021	12.99	-	-	-	-	12.99
Educational Development Corporation	DIR9169542	5/6/2021	5.99	-	-	-	-	5.99
Educational Development Corporation	DIR9218890	5/15/2021	87.29	-	-	-	-	87.29
Educational Development Corporation	DIR9218892	5/15/2021	107.54	-	-	-	-	107.54
Educational Development Corporation	DIR9218893	5/15/2021	48.73	-	-	-	-	48.73
Educational Development Corporation	DIR9218894	5/15/2021	31.59	-	-	-	-	31.59
MEL Science U.S. LLC	DT2021042502	5/25/2021	139.60	-	-	-	-	139.60
MEL Science U.S. LLC	ES2021032501	4/24/2021	209.40	-	-	-	-	209.40
MEL Science U.S. LLC	ES2021032502	4/24/2021	139.60	-	-	-	-	139.60
Kovars Martial Arts-Roseville	Feb/Mar/Apr'21	5/7/2021	3,070.77	-	-	-	-	3,070.77
Sarah McFadyen	Garrett10	5/1/2021	345.00	-	-	-	-	345.00
Kovar's Satori Academy	HARRISMARMAY21	5/2/2021	537.00	-	-	-	-	537.00
Kovar's Satori Academy	HAUSTEIMARMAY21	5/9/2021	1,170.00	-	-	-	-	1,170.00
Let Me! LLC	ICOT_2103	5/10/2021	2,100.00	-	-	-	-	2,100.00
The Serendipity Center for Leadership a	ICWW2021	5/23/2021	11,860.00	-	-	-	-	11,860.00
Elemental Science	IN-3136	5/1/2021	396.94	-	-	-	-	396.94
Hillside Training Stables	INS041321C	5/13/2021	2,500.00	-	-	-	-	2,500.00
Learning Without Tears	INV105705	4/29/2021	38.36	-	-	-	-	38.36
Learning Without Tears	INV105749	4/29/2021	50.79	-	-	-	-	50.79
Learning Without Tears	INV105764	4/29/2021	38.36	-	-	-	-	38.36
Learning Without Tears	INV105766	4/29/2021	19.41	-	-	-	-	19.41
Learning Without Tears	INV106216	5/8/2021	28.39	-	-	-	-	28.39
PresenceLearning, Inc.	INV42444	5/6/2021	16,271.28	-	-	-	-	16,271.28
Logic of English	INW0966	4/25/2021	192.60	-	-	-	-	192.60

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Logic of English	INW0976	4/25/2021	31.88	-	-	-	-	31.88
Logic of English	INW1031	5/5/2021	27.50	-	-	-	-	27.50
Sarah M. Darnell	IT42021	5/22/2021	315.00	-	-	-	-	315.00
Sarah M. Darnell	IT52021	5/22/2021	315.00	-	-	-	-	315.00
Growing Healthy Children Therapy Servi	ITCS_2103	4/30/2021	9,952.50	-	-	-	-	9,952.50
Lola Sadikova	L59	5/17/2021	560.00	-	-	-	-	560.00
Lola Sadikova	L65	5/24/2021	480.00	-	-	-	-	480.00
4EEE	LW21-003	5/13/2021	1,072.00	-	-	-	-	1,072.00
Sarah M. Darnell	LW52021	5/22/2021	210.00	-	-	-	-	210.00
Stepping Stones Riding Program	M0076442	5/12/2021	565.50	-	-	-	-	565.50
James Daniel MacKinnon	MACK040921	5/9/2021	61.18	-	-	-	-	61.18
KiwiCo, Inc	MAR-21-COTTON-1	4/30/2021	3,218.88	-	-	-	-	3,218.88
KiwiCo, Inc	MAR-21-COTTON-2	5/15/2021	6,272.07	-	-	-	-	6,272.07
California Learning Center	Mar21-Remaining	5/7/2021	680.00	-	-	-	-	680.00
Daniel Muallem	MUAL041921	4/19/2021	562.50	-	-	-	-	562.50
Dragonfire Farm	Oleshko1	4/30/2021	400.00	-	-	-	-	400.00
Discount School Supply	P40145420102	5/2/2021	157.59	-	-	-	-	157.59
Writing With Kris	PO 21SprCW3	5/1/2021	2,662.95	-	-	-	-	2,662.95
Writing With Kris	PO 21SprCW4	5/19/2021	3,860.00	-	-	-	-	3,860.00
BrightThinker	SINV2485	1/3/2021	124.49	-	-	-	-	124.49
BrightThinker	SINV2491	9/12/2020	248.98	-	-	-	-	248.98
BrightThinker	SINV2816	4/24/2021	898.48	-	-	-	-	898.48
BrightThinker	SINV2839	4/29/2021	357.23	-	-	-	-	357.23
BrightThinker	SINV2840	4/29/2021	248.98	-	-	-	-	248.98
BrightThinker	SINV2841	4/29/2021	357.23	-	-	-	-	357.23
BrightThinker	SINV2842	4/29/2021	330.00	-	-	-	-	330.00
BrightThinker	SINV2843	4/29/2021	357.23	-	-	-	-	357.23
BrightThinker	SINV2865	5/9/2021	248.98	-	-	-	-	248.98
BrightThinker	SINV2878	5/18/2021	124.49	-	-	-	-	124.49
Sheri Joyce aka Well Read Fred Writing	T0321	5/2/2021	60.00	-	-	-	-	60.00
Time4Learning.com	T4L13010	4/30/2021	149.70	-	-	-	-	149.70
Time4Writing.com	T4W13055	5/8/2021	119.00	-	-	-	-	119.00
Auburn Gymnastics Center	TCS-005	5/18/2021	371.00	-	-	-	-	371.00
Wonder Crate	TCS012	5/14/2021	89.90	-	-	-	-	89.90
Wonder Crate	TCS013	5/14/2021	89.90	-	-	-	-	89.90

The Cottonwood School

Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Wonder Crate	TCS014	5/17/2021	89.90	-	-	-	-	89.90
Specialized Therapy Services, Inc.	TCWS01-0321	4/30/2021	1,691.25	-	-	-	-	1,691.25
Tamraloo Music	TLS202101CWS	4/25/2021	2,472.50	-	-	-	-	2,472.50
Tamraloo Music	TLS202102CWS	4/25/2021	1,327.50	-	-	-	-	1,327.50
Sarah McFadyen	Underwood6	5/1/2021	690.00	-	-	-	-	690.00
Rodina Elite Gymnastics Academy	VK101	5/1/2021	200.00	-	-	-	-	200.00
Rodina Elite Gymnastics Academy	VK102	5/17/2021	200.00	-	-	-	-	200.00
History Unboxed LLC	wc-10069HU	5/8/2021	179.06	-	-	-	-	179.06
History Unboxed LLC	wc-10182HU	5/12/2021	167.70	-	-	-	-	167.70
History Unboxed LLC	wc-10183HU	5/12/2021	167.70	-	-	-	-	167.70
History Unboxed LLC	wc-10185HU	5/12/2021	182.67	-	-	-	-	182.67
History Unboxed LLC	wc-10187HU	5/12/2021	124	-	-	-	-	124
Total Outstanding Payables in April			\$ 341,846	\$ -	\$ -	\$ -	\$ -	\$ 341,846

The Cottonwood School

Due (To)/From All Inspire Charter School Locations

For the period ended April 30, 2021

	Account Balance
9180 Due (to)/from Inspire Charter Services	\$ 320,152
Total Due (To)/From Balance	\$ 320,152

Cover Sheet

Discussion and Potential Action on the Adoption of CalSTRS Pension2 403(b) Deferred Compensation Plan

Section: IV. Finance
Item: B. Discussion and Potential Action on the Adoption of CalSTRS Pension2 403(b) Deferred Compensation Plan
Purpose: Vote
Submitted by:
Related Material: Board 403B Resolution.pdf

BACKGROUND:

We recently sent an email is to provide staff with the necessary information regarding the current 403B offering.

Currently, Inspire Charter Schools is under contract with Lincoln Financial. Lincoln Financial notified Inspire (Provenance) and The Cottonwood School that the contract with Inspire Schools is dissolving. Due to IRS regulations, the Lincoln Alliance contract will end as of June 30, 2021. The attached resolution is approved will allow The Cottonwood School to adopt the CalSTRS Pension2 403 Deferred Compensation Plan for the benefit of its employees and authorizes and directs the appropriate officer to execute the attached adoption agreement on behalf of The Cottonwood School and to provide CalSTRS Pension2 with such information and cooperation as may be needed on an ongoing basis in the administration of the plan.

RECOMMENDATION:

In the board packet, there is the resolution, the agreement, the pension 2 plan, and all correspondence sent to staff, including a 30-day notice.

On May 6th, all Current participants (34) in the Inspire Charter Schools 403b plan with Lincoln Financial, received important information regarding their benefits and upcoming modifications. The notice contained important dates regarding the move from Lincoln Financial to CalSTRS Pension2.

CalSTRS Pension2 will be available to ALL staff members, certificated and classified, beginning July 1, 2021. Pension2 offers voluntary supplemental savings plans, including 403(b) and Roth 403(b) plans with low costs and flexible investment options. We have scheduled meetings for the staff to attend with our CalSTRS representative to learn more about the offerings future offerings and what will happen with their accounts starting July 1.



Adoption of CalSTRS Pension2 403(b) Deferred Compensation Plan

Whereas, The Cottonwood School offers its employees an opportunity to enhance their retirement savings by deferring compensation pursuant to Section 403(b) of the Internal Revenue Code; and

Whereas, the California State Teachers' Retirement System has established the CalSTRS Pension2 403 Deferred Compensation Plan (CalSTRS Pension2) which may be adopted by a school district, county office of education or community college district, and

Whereas, The Cottonwood School believes that CalSTRS Pension2 and the investment options available there under will provide valuable benefits to its employees; and

Whereas, CalSTRS has appointed VOYA to perform administrative services for CalSTRS Pension2;

Now, therefore, be it resolved that The Cottonwood School adopts the CalSTRS Pension2 403 Deferred Compensation Plan for the benefit of its employees and authorizes and directs the appropriate officer to execute the attached adoption agreement on behalf of The Cottonwood School, and to provide CalSTRS Pension2 with such information and cooperation as may be needed on an ongoing basis in the administration of the plan. A copy of this resolution, the agreement, and any attachments thereto shall be on file.

Passed and adopted at a regular meeting of the Cottonwood School, on the 18th day of May, 2021.





THE COTTONWOOD SCHOOL
3921 Sandstone Drive, Suite A, El Dorado Hills, CA 95762
Phone: (530) 285-2578 | Fax: (530) 285-2580
www.cottonwoodk12.org | www.cottonwoodhs.org

May 9, 2021
RIGHTS

IMPORTANT NOTICE REGARDING YOUR

Dear Inspire Charter Schools Plan Participant:

Starting June 18, 2021 at 1 p.m. Pacific Time your Cottonwood School 403(b) Plan at Lincoln Financial will begin its transition to the CalSTRS Pension2 plan. As a participant of the CalSTRS Pension2 Plan you will have access to all of the features and benefits that it offers as described below.

Mark your calendar and plan ahead...

To implement the restructuring of the fund lineup we will need to enter a “quiet period” beginning 06/18/2021 at 1 p.m. Pacific Time and ending during the week of 06/28/2021. Please keep in mind any paper forms need to be received at Lincoln Financial by 6/9/2021 in order to be processed before the quiet period begins. During the quiet period, if you have already submitted a CalSTRS Pension2 Plan New Enrollment Form or enrolled online, your Cottonwood School 403(b) Account will be mapped over to the CalSTRS Pension2 Plan according to the investment elections you selected. If you have not already done so, you can enroll with the enclosed enrollment form or go online at <https://calstrspension2.voya.com> and click “Enroll Here.” If no enrollment is on file by June 18, 2021, then your existing fund balances will transfer to the Pension2 plan’s default fund, which is the Voya Fixed Plus III Fund. Also you will need re-elect your beneficiary designations with CalSTRS Pension2. This can be done with the enclosed beneficiary designation form or online as long as you are selecting a spousal beneficiary or are not married. If you are married and choosing a non-spousal beneficiary then the election needs to be made by form.

Participant services aimed at helping you manage your account. Access your account 24/7* online or by phone at:

- <https://calstrspension2.voya.com>
- 1-888-394-2060
 - 24/7 account access online and by phone to manage your account information and your investments
 - Monitor account balances, transfer money among funds, change contribution amounts
 - Check fund performance, generate account statements on-demand
 - Participant education and investment related materials online such as state-of-the-art planning tools, including online calculators to help you save and plan for retirement.
 - One-on-one appointments available upon request
 - Download forms and plan information

**Excluding any period of time dedicated to scheduled standard system maintenance.*

Five to seven business days after your CalSTRS Pension2 Plan New Enrollment Form is received or you enroll online, you will be sent a Personal Identification Number (PIN) in a secure mailing. You will need your PIN to access your account online or via the Plan Information Line once the transition has been completed. If you misplace your PIN you may go online to

<https://calstrspension2.voya.com>

and click on “Forgot Your PIN” on the left and a new one will be mailed to you within three business days.

The transition to the CalSTRS Pension2 Plan will happen automatically. It is important to note that you will not have to do anything during the transition. For those of you receiving payments, there should be no disruption in your payout schedule.

To learn more about the features and benefits of the CalSTRS Pension2 Plan you may visit the Plan Web site at <https://calstrspension2.voya.com> and select the “CalSTRS Pension2 403b” option from the pull-down menu on the right for more Plan information. If you have specific questions regarding the transition of your account to the CalSTRS Pension2 Plan or on the new investment offerings, please call the DC Support team at 1 (888) 394-2060, Monday – Friday, 7:00 a.m. to 5:00 p.m. Pacific Time.



Cindy Garcia

From:
Sent: Monday, April 26, 2021 10:06 AM
To: Cottonwood Staff
Subject: 403b for The Cottonwood School

Follow Up Flag: Follow up
Flag Status: Flagged



April 26, 2021

Dear Staff,

The purpose of this email is to provide staff with the necessary information regarding the 403B offering. Currently, Inspire Charter Schools is under contract with Lincoln Financial. Lincoln Financial notified Inspire (Provenance) and The Cottonwood School that the contract with Inspire Schools is dissolving. Due to IRS regulations, the Lincoln Alliance contract will end as of June 30, 2021.

If you are a current participant in the Inspire Charter Schools 403b plan with Lincoln Financial, soon you will be receiving important information regarding your benefits and upcoming modifications. The notice will contain important dates regarding the move from Lincoln Financial to CalSTRS Pension2. CalSTRS Pension2 will be available to ALL staff members, certificated and classified, beginning July 1, 2021. Pension2 offers voluntary supplemental savings plans, including 403(b) and Roth 403(b) plans with low costs and flexible investment options.

Additionally, we will provide information regarding a matching employer contribution for Classified staff.

We have scheduled employee meetings:

[May 18th noon](#)

[May 24th 4:00pm](#)

At this meeting, a representative from CALSTRS Pension2 will explain the new plan and investment options available within Pension2, how to enroll, and understand why it is essential to save for your future. We will also provide opportunities for employees to schedule additional/one-on-one meetings with a Pension2 representative.

The following provides some background information on how we got here and why there will be changes to employee benefits who have been participating in the Inspire Charter School Lincoln Alliance 403b Plan.

- Inspire Charter Schools were decentralized.
- Inspire Charter Schools contributed matching funds to the Lincoln Alliance 403b Plan on behalf of eligible staff.
- Lincoln notified Inspire and The Cottonwood School that the contract with Inspire Schools is dissolving and that due to IRS regulations, the Lincoln Alliance contract will end as of June 30, 2021.
- The Cottonwood School researched alternative program options to the Lincoln 403b plan and found CALSTRS Pension2. The CalSTRS program will provide voluntary supplemental savings programs and the most secure and affordable retirement plan benefit options for all Cottonwood staff.
- The Cottonwood School confirmed the 2019/2020 match was complete for Certificated staff and funded April 8, 2021.
- Matching contributions for 2020/2021 will be made after the school fiscal year ending June 30, 2021, directly to the employee's account at CALSTRS.

Listed below are a few highlights and benefit improvements in the CALSTRS Pension2 plan:

- CALSTRS offers two voluntary supplemental savings programs, the 403b or the 457b
- All employees are eligible to participate
- CALSTRS program costs are .275% compared to the Lincoln Alliance plan of 2.75% plus added fees
- No vesting time is required
- Not a tiered system
- Participating Classified employees will be offered a matching contribution
- CALSTRS Pension2 representatives will provide one on one meetings to assist with the conversion of existing Lincoln account holders
- CALSTRS Pension2 offers more investment options than the Lincoln Alliance plan

Warmly,

Cindy





403 (b) SERVICE AGREEMENT

INTRODUCTION

The Pension2 Program of the California State Teachers' Retirement System (CalSTRS) and _____ (Employer) enter into this agreement (Agreement) for the purposes of memorializing the following:

Pursuant to its statutory authority in Education Code sections 24950 through 24953, CalSTRS has developed an annuity contract and custodial account plan established pursuant to Internal Revenue Code section 403(b) that is offered to school employers for their individual participants under the umbrella of CalSTRS' Defined Contribution Solutions Program called Pension2 403(b) Plan (Plan). The Plan includes investment options selected and monitored by CalSTRS.

CalSTRS offered and Employer adopted the CalSTRS Pension2 403(b) Plan as its own 403(b) plan as detailed in the Agreement.

The CalSTRS Pension2 403(b) Plan is the single 403(b) Plan offered by the Employer to its employees.

According to its statutory mandate, CalSTRS also offered and Employer accepted the provisioning of administrative services with respect to the adopted CalSTRS Pension2 403(b) Plan as detailed in the Agreement. (Please notify CalSTRS if you add additional 403(b) providers because a compliance feature will need to be added to your plan to maintain IRS compliance.)

CalSTRS also offers services to support the 457 Plan of the Employer; including administrative, recordkeeping, investment, and compliance services, through its various subcontractors that act as third party administrators. Employer hereby accepts the offer of the following administrative services: (_____). Unless these services are indicated above, the Employer will assume full responsibility for ensuring such functions are completed.



AGREEMENT CONTACTS

All official communications from the Employer to CalSTRS shall be directed to the attention of the CalSTRS Contract Manager or designee at the following address and phone/fax numbers:

Name: Sandy Blair
Address: P.O. Box 15275, MS-44
City: Sacramento
State: CA
Zip: 95851-0275
Phone: (916) 414-1010
Fax: (916) 414-1012

All official communications from CalSTRS Pension2 to the Contractor shall be directed to the attention of _____ or designee at the following address and phone/fax numbers:

Name:
Address:
City:
State:
Zip:
Phone:
Fax:

TERM AND EFFECT

The term of this Agreement shall be from _____ or upon final authorized signature of both parties, whichever occurs later. The Agreement is offered for the statutory minimum of five years and unless expressly terminated will be continued as long as Employer maintains the CalSTRS Pension2 403(b) Plan for its employees.

The Agreement becomes effective upon the signatures of both parties to it.



ADMINISTRATIVE SERVICES

Pursuant to its statutory mandate, CalSTRS offered investment, recordkeeping, and other administrative services necessary to administer the Plan. Employer accepted the provisioning of such services

Pursuant to its statutory authority, CalSTRS has retained subcontractors to provide recordkeeping services directly to Employer. The current record keeper is Voya Institutional Services, LLC.

In order to provide effective recordkeeping services, Employer shall provide all information necessary for the recordkeeper to set up its support structure.

FEES AND PAYMENTS FOR SERVICES

Compensation for the services of CalSTRS shall be originated from the administrative service fees payable by the individual participants of the 403(b) Plan.

CalSTRS has authorized its subcontractor recordkeeper to charge and collect all administrative service fees directly from plan participants, keep a portion of the service fees due to the subcontractor, and remit the remaining fees due to CalSTRS.

Fees shall be calculated and charged as described below:

- .25% of account balance annually (charged quarterly)
- Fees may be charged for additional services including:
 - Loans – \$100 application fee. The participant pays interest on their loan to themselves.
 - Managed Account (Financial Engines) – .60% of account balance annually (charged quarterly)
 - Access to Brokerage Window (TD Ameritrade) – \$50 annually
- In addition to the above fees, the individual mutual funds the participant is invested in carry their own expense ratios.

No fees other than the ones prescribed in this Agreement shall be charged or collected from the individual participants.



AMENDMENT

No amendment or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties. No oral understanding or agreement not incorporated in the Agreement is binding on any of the parties.

ENTIRE AGREEMENT AND SEVERABILITY

The Agreement contains all representations and the entire understanding between the parties with respect to the subject matter herein. If applicable, the competitive process as it may have been amended and clarified by CalSTRS prior to the award of the Agreement as well as the Contractor's proposal/bid shall be considered part of the Agreement. However, in the event a conflict in interpretation arises, the agreement document shall prevail. Any prior or contemporaneous correspondence, memoranda or agreements shall be replaced in total by the Agreement.

Should any provision(s) of the Agreement be declared or found to be illegal, unenforceable, ineffective or void, then each party shall be relieved of any obligations arising in such provision(s); the balance of the Agreement, if capable of performance, shall remain and continue in full force and effect.

FORCE MAJEURE

Neither party shall be liable to the other for delay in or failure of performance, nor shall any such delay in or failure of performance constitutes default, if such delay or failure is caused by "Force Majeure." Such causes may include, but are not restricted to, Acts of God or of the public enemy, acts of the State in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.

ASSIGNMENT

The Agreement is not assignable by either of the parties, either in whole or in part, without the consent of the other in the form of a formal written agreement.



SUBCONTRACTING

CalSTRS is statutorily authorized by Education Code section 24950(b)(2) to hire through subcontract a recordkeeper acting on behalf of CalSTRS for providing investment, recordkeeping, compliance, and administrative services. In obtaining such subcontracting services, CalSTRS uses the utmost care in its competitive selection process. CalSTRS is also using the utmost care in the supervision of the outside provider.

The selection, employment, and termination of an outside recordkeeper is not subject to review or approval by Employer.

DISPUTES

Any dispute concerning a question of fact arising under the terms of the Agreement shall be disposed of within a reasonable period of time by Employer and CalSTRS employees normally responsible for the administration of the Agreement. If agreement cannot be reached either party may assert its other rights and remedies within the Agreement or within a court of competent jurisdiction.

Employer and CalSTRS agree that, the existence of a dispute notwithstanding, they will continue without delay to carry out all their responsibilities under the Agreement which are not affected by the dispute.

CONFIDENTIALITY

CalSTRS, in the course of its duties, will handle investment, financial, accounting, statistical, personal, technical and other data and information relating to Employer and its plan participants. All such information is confidential, and, unless permitted by Employer in writing, CalSTRS shall not disclose such information, directly or indirectly, or use it in any way, either during the term of the Agreement or any time thereafter, except as required to perform its duties under the Agreement or applicable law.

CalSTRS agrees that only those who are authorized and required to access such materials will have access to them. CalSTRS subcontractors that may, in the course of their duties, have access to any CalSTRS information and/or assets, must individually sign a CalSTRS Information Security Confidentiality and Non-Disclosure and Acceptable Use Agreement prior to engaging work with CalSTRS.



GOVERNING LAW

The Agreement shall be administered, construed, governed and enforced according to the laws of the State of California (without regard to any conflict of laws provisions) to the extent such laws have not been preempted by applicable federal law. Any suit brought hereunder (including any action to compel arbitration or to enforce any award or judgment rendered thereby) shall be brought in the state or federal courts sitting in Sacramento, California, the parties hereby waiving any claim or defense that such forum is not convenient or proper. Each party agrees that any such court shall have personal jurisdiction over it and consents to service of process in any manner authorized by California law.

INDEPENDENT CONTRACTOR RELATIONSHIP

CalSTRS and the agents, employees, and subcontractors of CalSTRS, in the performance of the Agreement, shall act in an independent capacity and not as officers or employees or agents of Employer.

TERMINATION

The Agreement may be terminated in whole at any time after providing a 60-day written notice to the other party and suggesting a time-line for the termination of services and the relationship that is in compliance with state and federal laws governing deferred compensation plans and protect the interest of the individual participants.

Parties agree that in case of the termination of this contractual relationship, they will work in a cooperative manner to transition services to a new provider.

IN WITNESS WHEREOF, this Service Agreement has been executed this ____ day of _____, 20__.

Employer: _____

By: Cindy Garcia

Title: _____

CALSTRS

pension
personal wealth plan

2[®]



Offer Your Employees a Better Way to Save.

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403(b) Plan for a Public School

Plan Provisions Section

1. Employer Information

Employer name: _____

Employer address: _____

Person at Employer to contact: _____

Contact's telephone number: _____

Contact's email address: _____

2. Plan Name: _____

3. Plan Effective/Restatement date: _____

Note: is this the first document for your plan? If yes, insert date established. If no, enter date plan was restated to this document.

4. State where Employer is located: _____

5. The Administrator (see Section 1.3) shall mean the following person(s) or organization and shall perform the following administrative service functions for the Plan:

Name	Administrative Services Performed
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: If the Employer chooses not to delegate any administrative services, this section should be left blank.

6. Valuation Date (see Section 1.22) shall mean:

- ☐ Each business day
- ☐ The last business day of each month

7. List of Funding Vehicles that are authorized to receive Elective Deferrals :

- ☐ CalSTRS Pension2

8. List of Vendors that can receive Contract Exchanges :

- ☐ CalSTRS Pension2

9. Roth 403(b) Contributions (see Section 11)

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

10. (a) Employer Discretionary Contributions (see Section 10):

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

If permitted, for each Plan Year, the Employer Discretionary Contribution shall be:

- ☐ _____ % of each Participant's Compensation contributed to the Employer Contributions Account of each Participant.
- ☐ \$ _____ contributed to the Employer Contributions Account of each Participant.
- ☐ An amount, determined uniformly with respect to each Employee classification within the applicable collective bargaining agreement, to the Employer Contributions Account of each Participant as specified in the applicable collective bargaining agreement.

(b) If permitted, Employer Discretionary Contributions shall be made to the following Participants:

- ☐ All Employees
- ☐ Collectively bargained employees who participate in the following unions:

- ☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
- ☐ Management employees
- ☐ Superintendent
- ☐ Principals
- ☐ Treasurer
- ☐ Administrator
- ☐ Other (specify): _____

11. (a) Employer Matching Contributions (see Section 10):

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

If permitted, Employer Matching Contributions shall match a Participant's (select all that apply):

- ☐ Elective Deferrals
- ☐ Roth 403(b) Contributions

If permitted, the amount of Employer Matching Contributions for each Plan Year shall be:

- ☐ A matching contribution equal to ____ % of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to ____ % of the first ____ % of each Participant's Compensation that is contributed to the Plan for the Plan Year.
- ☐ A matching contribution equal to \$ ____ of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to a percentage of each Participant's contribution to the Plan in an amount to be determined each Plan Year by the Employer or the applicable collective bargaining agreement.

(b) If permitted, Employer Matching Contributions shall be made to the following Participants:

- ☐ All Employees
- ☐ Collectively bargained employees who participate in the following unions: _____
- ☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
- ☐ Management employees
- ☐ Superintendent
- ☐ Principals
- ☐ Treasurers
- ☐ Administrator
- ☐ Other (specify): _____

12. Signature and acknowledgement

- a 403(b) plan document for public schools intended to meet the requirements of the final 403(b) regulations issued on July 24, 2007 (Federal Register (72 FR 41128));
- a plan document substantially similar to the IRS model plan language under Rev. Proc. 2007-71. Additional features in this 403(b) plan document are the ability to offer Roth 403(b) and/or Employer Contributions under your 403(b) plan, which are not addressed by the IRS model plan language. The document has not been reviewed or approved by the Internal Revenue Service.

A plan sponsor should review this plan document, together with legal counsel to the extent appropriate, to determine whether additional modifications to the plan document may be necessary to address specific facts, circumstances, and applicable law.

If a plan sponsor elects to adopt this plan document, it must complete the Plan Provisions Section and return the Section to CalSTRS Pension2 to the following address:

CalSTRS Pension2
P.O. Box 15275, MS-44
Sacramento, CA 95851-0275

If CalSTRS Pension2 does not receive a copy of the completed Plan Provisions Section from the plan sponsor, we cannot provide future updates to this plan document as they become available.

IN WITNESS WHEREOF, the undersigned individual, as authorized by the Employer, has caused this Plan to be executed this ____ day of _____, ____.

Employer: _____

By: _____

Title: _____

SECTION 1: Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

- 1.1 **"Account"**: The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2 **"Account Balance"**: The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, any Employer Contributions, and Roth 403(b) Contributions, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in Section 414(p)(8) of the Code).
- 1.3 **"Administrator"**: means the person(s) or organization, such as the Vendor, third party administrator or other designee, approved by the Employer to administer the Plan and perform administrative functions for the Plan as identified in the Plan Provisions Section.
- 1.4 **"Annuity Contract"**: A nontransferable contract as defined in Section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the State in which the Employer is located as indicated in the Plan Provisions Section and that includes payment in the form of an annuity.
- 1.5 **"Beneficiary"**: The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6 **"Custodial Account"**: The group or individual custodial account or accounts, as defined in Section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.
- 1.7 **"Code"**: The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to Sections of the Code are to such Sections as they may from time to time be amended or renumbered.
- 1.8 **"Compensation"**: All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9 **"Disabled"**: The definition of disability provided in the applicable Individual Agreement.
- 1.10 **"Elective Deferral"**: The Employer contributions made to the Plan at the election of the Participant in accordance with Section 2 in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.
- 1.11 **"Employee"**: Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.
- 1.12 **"Employer"**: The public school adopting this Plan indicated in the Plan Provisions Section.
- 1.13 **"Funding Vehicles"**: The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by the Employer for use under the Plan and are identified in the Plan Provisions Section.
- 1.14 **"Includible Compensation"**: An Employee's actual wages in box 1 of Form W2 for the most recent one year period of service for the Employer, but increased (up to the dollar maximum) by any compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Pursuant to Reg. Section 1.415(c).2(e)(3) of the Income Tax Regulations, Includible Compensation will include any payments made to a Participant who has had a Severance from Employment, provided that the Includible Compensation is paid by the later of 2 months after the Participant's

Severance from Employment or the end of the Plan Year that contains the date of such Participant's Severance from Employment. In addition, pursuant to Reg. Section 1.415(c).2(e)(4) of the Income Tax Regulations, Includible Compensation will include payments made to an individual who does not currently perform services for the Employer by reason of qualified military service (as defined in Section 414(u)(5) of the Code) to the extent those payments do not exceed the amount the individual would have received if the individual had continued to perform services for the Employer rather than enter qualified military service. If the Plan permits Employer Contributions pursuant to Section 10, then such Employer Contributions shall be subject to a maximum of \$200,000 (or such higher maximum as may apply under Section 401(a)(17) of the Code).

- 1.15 **"Individual Agreement"**: The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract with respect to that Participant's Account.
- 1.16 **"Participant"**: An individual for whom Elective Deferrals (or Roth 403(b) Contributions) are currently being made, or for whom Elective Deferrals (or Roth 403(b) Contributions) have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.17 **"Plan"**: The name of the plan as indicated in the Plan Provisions Section.
- 1.18 **"Plan Year"**: The calendar year.
- 1.19 **"Related Employer"**: The Employer and any other entity which is under common control with the Employer under Section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89.23, 1989.1 C.B. 654.
- 1.20 **"Severance from Employment"**: For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).
- 1.21 **"Vendor"**: The provider of an Annuity Contract or Custodial Account.
- 1.22 **"Valuation Date"**: The date(s) selected in the Plan Provisions Section.

SECTION 2: Participation and Contributions

- 2.1 **Eligibility**. Each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals or Roth 403(b) Contributions in accordance with Section 11 made on his or her behalf hereunder immediately upon becoming employed by the Employer.
- 2.2 **Compensation Reduction Election General Rule**.
An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral and/or Roth 403(b) Contributions in accordance with Section 11 on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals (and/or Roth 403(b) Contributions) are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. All Elective Deferrals shall be made on a pre-tax basis. All Roth 403(b) Contributions shall be made in accordance with the terms of Section 11. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the Employee's election.
- 2.3 **Information Provided by the Employee**. Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.
- 2.4 **Change in Elective Deferrals Election**. Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals (and/or Roth 403(b) Contributions), his or her investment direction, and/or his or her designated Beneficiary. A change in the amount of Elective Deferrals (and/or Roth 403(b) Contributions) investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.5 **Contributions Made Promptly.** All contributions under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant.

2.6 **Leave of Absence.** Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals (and/or Roth 403(b) Contributions) under the Plan shall continue to the extent that Compensation continues.

SECTION 3: Limitations on Amounts Deferred

3.1 **Basic Annual Limitation.** Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferrals (and/or Roth 403(b) Contributions to the extent permitted under Section 11) under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under Section 402(g)(1)(B) of the Code, which is \$15,500 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under Section 415(d) of the Code.

3.2 **Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service.** Because the Employer is a qualified organization (within the meaning of Section 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:

- (a) \$3,000;
- (b) The excess of:
 - (1) \$15,000, over
 - (2) The total special 403(b) catch-up elective deferrals made for the qualified Employee by the qualified organization for prior years; or
- (c) The excess of:
 - (1) \$5,000 multiplied by the number of years of service of the Employee with the qualified organization, over
 - (2) The total Elective Deferrals and, if applicable, Roth 403(b) Contributions made for the Employee by the qualified organization for prior years made pursuant to this subsection.

For purposes of this Section 3.2, a "qualified employee" means an Employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 **Age 50 Catch-up Elective Deferral Contributions.** An Employee who is a Participant who will attain age 50

or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals (and/or Roth 403(b) Contributions), up to the maximum age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for a year is \$5,000 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under the Code.

3.4 **Coordination.** Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3.

3.5 **Special Rule for a Participant Covered by Another Section 403(b) Plan.** For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a Code Section 403(b) plan.

3.6 **Correction of Excess Elective Deferrals.** If the Elective Deferrals (or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferrals (and/or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral (and to the extent applicable, Roth 403(b) Contributions), to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant. Excess Deferrals (and, if applicable, Roth 403(b) Contributions) will be distributed to the Participant, with allocable net income, no later than April 15 of the following taxable year or otherwise in accordance with Section 402(g) of the Code.

3.7 **Protection of Persons Who Serve in a Uniformed Service.** An Employee whose employment is interrupted by qualified military service under Section 414(u) of the Code or who is on a leave of absence for qualified military service under Section 414(u) of the Code

may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under Section 414(u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

SECTION 4: Loans

- 4.1 **Loans.** Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.
- 4.2 **Information Coordination Concerning Loans.** Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.
- 4.3 **Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:
- (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or
 - (b) one half of the value of the Participant's vested Account Balance (as of the Valuation Date immediately preceding the date on which such loan is approved by the Administrator). For purposes of this Section 4.3, any loan from any other plan maintained by the Employer

and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

SECTION 5: Benefit Distributions

- 5.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.3 (relating to withdrawals of amounts rolled over into the Plan), Section 5.4 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59.. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements. Notwithstanding the foregoing, Elective Deferrals made to an Annuity Contract and corresponding earnings as of December 31, 1988 are "grandfathered" and withdrawal restrictions do not apply to the extent that such amounts can be appropriately identified by the Vendor.
- 5.2 **Minimum Distributions.** Each Individual Agreement shall comply with the minimum distribution requirements of Section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of Section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Section 1.408-8 of the Income Tax Regulations, except as provided in Section 1.403(b)-6(e) of the Income Tax Regulations.
- 5.3 **In-Service Distributions From Rollover Account.** If a Participant has a separate account attributable to rollover contributions to the Plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.
- 5.4 **Hardship Withdrawals.**
- (a) Hardship withdrawals shall be permitted under the Plan in accordance with the financial need safe harbor rules described in Section 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals (or Roth 403(b) Contributions) shall be allowed under the Plan during the 6-month period beginning on the date the Participant receives a distribution on account of hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to Section 1.401(k)-1(d)(3)(iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals (or Roth 403(b) Contributions) under the Plan.

(c) An Individual Agreement may make distributions to a Participant for expenses described in Section 1.401(k)-1(d)(3)(iii)(B)(1), (3), or (5) of the Income Tax Regulations for a primary Beneficiary. For this purpose, a "primary Beneficiary" is an individual who is named as a Beneficiary and has an unconditional right to all or a portion of the Account balance upon the death of the Participant.

5.5 Rollover Distributions.

(a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in Section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in Section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in Section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of Section 408(d)(3)(C) of the Code).

(b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

(c) A Participant or a spouse who is the designated Beneficiary of the Participant may elect to roll over amounts in accordance with Section 408A(e) of the Code directly to a Roth IRA.

SECTION 6: Rollovers to the Plan and Transfers

6.1 Eligible Rollover Contributions to the Plan.

(a) Eligible Rollover Contributions. To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with Section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of Section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in Section 402A(e)(1) of the Code or a Roth IRA described in Section 408A of the Code.

(b) Eligible Rollover Distribution. For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) a payment if it is part of a series of equal (or almost equal) payments that are made at least once a year and that will last for (i) the life of the Participant (or the joint lives of the Participant and the Participant's Beneficiary), (ii) the life expectancy of the Participant (or the joint life and last survivor expectancy of the Participant and the Participant's Beneficiary), or (iii) any installment payment for a period of 10 years or more; (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the Participant; (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under Section 401(a)(9) of the Code; (4) corrective distributions of excess contributions under a qualified cash or deferred arrangement described in Section 1.401(k).2(b)(2) of the Income Tax Regulations and excess aggregate contributions described in Section 1.401(m).2(b)(2) of the Income Tax Regulations, together with the income allocable to these distributions; (5) loans that are treated as deemed distributions pursuant to Section 72(p) of the Code and (6) similar items designated by the Commissioner in revenue rulings, notices, and other guidance published in the Internal Revenue Bulletin. In addition, an eligible retirement plan means an individual retirement account described in Section 408(a) of the Code, an individual retirement annuity described in Section 408(b) of the Code, a qualified trust described in Section 401(a) of

the Code, an annuity plan described in Section 403(a) or 403(b) of the Code, or an eligible governmental plan described in Section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) **Separate Accounts.** The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

6.2 Plan-to-Plan Transfers to the Plan.

(a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under Section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with Section 1.403(b).10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies Section 403(b) of the Code.

(b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer in accordance with Section 1.414(l)(1) of the Code.

(c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that

(1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.3 Plan-to-Plan Transfers from the Plan.

(a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance

transferred to another plan that satisfies Section 403(b) of the Code in accordance with Section 403(b).10(b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred in accordance with Section 1.414(l)(1) of the Code.

(b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after tax employee contributions).

(c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies Section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to Section 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 Contract and Custodial Account Exchanges.

(a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors identified in the Plan Provisions Section. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.

(b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both Section 403(b) contracts or

custodial accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy Section 403(b) of the Code, including the following: (i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions Section 5.1); (ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.4 if the withdrawal results in a 6-month suspension of the Participant's right to make Elective Deferrals (and, if applicable, Roth 403(b) Contributions) under the Plan; and (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's Section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.4); and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:

(i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under Section 72(p)(1); and (ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.

(e) If any Vendor ceases to be eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan as indicated in the Plan Provisions Section, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of

information described in Section 6.4(d)(1) and (2) in order for such Vendor to be listed in the Plan Provisions Section.

6.5 Permissive Service Credit Transfers.

(a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in Section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in Section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which Section 415 of the Code does not apply by reason of Section 415(k)(3) of the Code.

(c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

SECTION 7: Investment of Contributions

7.1 **Manner of Investment.** All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

7.2 **Investment of Contributions.** Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in Section 6.4 of the Plan, the Individual Agreements and permitted under applicable Income Tax Regulations.

7.3 Current and Former Vendors. The Administrator shall maintain a list of all Vendors under the Plan, including those eligible to receive Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions, as applicable, and, those only eligible to receive contract exchanges made under Section 6.4, if applicable, which shall be listed in the Plan Provisions Section. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy Section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy Section 403(b) of the Code or other requirements of applicable law.

SECTION 8: Amendment and Plan Termination

- 8.1 Termination of Contributions.** The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 8.2 Amendment and Termination.** The Employer reserves the authority to amend or terminate this Plan at any time.
- 8.3 Distribution upon Termination of the Plan.** The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed as soon as administratively practicable under the Plan, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative Section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

SECTION 9: Miscellaneous

- 9.1 Non-Assignability.** Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 9.2 Domestic Relation Orders.** Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any State ("domestic relations order") and Section 414(p) of the Code, then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.
- 9.3 IRS Levy.** Notwithstanding Section 9.1, if a Participant or Beneficiary is entitled to a distribution in accordance with Section 5, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 9.4 Tax Withholding.** Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals (and, if applicable, Roth 403(b) Contributions), which constitute wages under Section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including Section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

9.5 Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

9.6 Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

9.7 Procedure When Distributee Cannot Be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on the Employer's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

9.8 Incorporation of Individual Agreements. The Plan, together with the Individual Agreements, is intended to satisfy the requirements of Section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or Section 403(b) of the Code.

9.9 Governing Law. The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

9.10 Headings. Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

9.11 Gender. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

SECTION 10: Employer Contributions

10.1 Definitions.

(a) "Employer Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total vested interest (including any earnings and losses attributable thereon) under the Plan resulting from Employer Discretionary Contributions and/or Employer Matching Contributions.

(b) "Employer Discretionary Contributions" means the Employer's discretionary contributions to the Plan in accordance with the formula selected by the Employer in the Plan Provisions Section.

(c) "Employer Matching Contribution" means the Employer's contributions to the Plan that match a Participant's Elective Deferrals or Roth 403(b) Contributions in accordance with the formula selected in the Plan Provisions Section.

(d) "Vested" means the nonforfeitable portion of any Account maintained on behalf of a Participant.

10.2 Employer Contributions. For each Plan Year, the Employer will contribute to the Plan the amount and form of contributions as specified in the Plan Provisions Section, subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Employer Contributions Account.

10.3 Maximum Annual Additions.

(a) The maximum permissible Annual Additions that may be contributed or allocated to each Participant's Account under the Plan for any Plan Year will not exceed the lesser of:

- (i) \$40,000, as adjusted for increases in the cost of living under Section 415(d) of the Code, or
- (ii) 100 percent of the Participant's Includible Compensation for the Plan Year.

(b) For purposes of this Section, "Annual Additions" means, for any Plan Year, the sum of Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions to the Plan made to the Participant's Account and the sum of any employee and employer contributions made on behalf of such individual under any other 403(b) plan, whether or not sponsored by the Employer.

(c) If a Participant has a "controlling interest" in another employer and participates in that employer's qualified 401(a) defined contribution plan, a welfare benefit fund (as defined in Section 419(e) of the Code), an individual medical account (as defined in Section 415(l)(2) of the Code) or a simplified employee pension (as

defined in Section 408(k) of the Code) which provides Annual Additions, the amount of Annual Additions which may be credited to a Participant's Account for any Plan Year will not exceed the maximum permissible amount described in subsection (a), taking into account employer contributions that have been allocated to such other plans as described in this subsection. a complete discharge of any liability for such payments under the Plan.

(d) If the Annual Additions are greater than the maximum permissible amount described in subsection (a) in a Plan Year, no amount will be contributed to the Participant's Account under the Plan for that Plan Year. If there is any such excess amount under the Plan, the Employer or its delegate will direct the Vendor as to the appropriate method of correction of such excess amounts in accordance with the Income Tax Regulations. If timely correction of such excess is not made, such excess will remain in the Plan and will be separately accounted for in accordance with Section 403(c) of the Code.

10.4 **Vesting.** A Participant will be 100% Vested in any Employer Discretionary Contributions and Employer Matching Contributions.

SECTION 11: Roth 403(b) Contributions

11.1 Definitions.

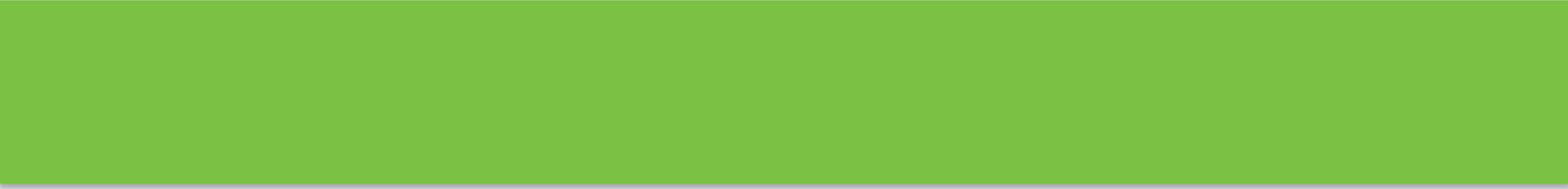
- (a) "Roth 403(b) Contributions" means, if so elected by the Employer in the Plan Provisions Section, contributions that are:
- (i) made by the Employer to the Plan pursuant to a Compensation reduction agreement entered into by a Participant, which qualifies as a "designated Roth contribution" within the meaning of Code Section 402A;
 - (ii) irrevocably designated by the Participant at the time of the cash or deferred election as a Roth elective deferral that is being made in lieu of all or a portion of the Elective Deferrals the Participant is otherwise eligible to make under the Plan; and
 - (iii) treated by the Employer as includible in the Participant's income at the time the Participant would have received that amount in cash if the Participant had not made a cash or deferred election.

(b) "Roth 403(b) Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total interest (including and earnings and losses attributable thereon) under the Plan resulting from Roth 403(b) Contributions.

11.2 **Roth 403(b) Contributions.** For each Plan Year, each Participant may elect to make Roth 403(b) Contributions to the Plan up to the applicable limit under Code Section 402(g) and as aggregated with Elective Deferrals as described in Section 3.1, 3.2, and 3.3, and subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Roth 403(b) Contributions Account.

11.3 Distribution of Roth 403(b) Contributions.

- (a) **Qualified Distributions:** Distributions from a Roth 403(b) Contributions Account will be tax free for federal income tax purposes if:
- (i) The amounts are held for a 5 year holding period, measured from the first year that the initial Roth 403(b) Contribution was made on behalf of the Participant to a Roth 403(b) Contributions Account, and
 - (ii) The distribution is due to a Participant's attainment of age 59 ½, death, or in the event of the Participant's becoming Disabled.
- (b) **Nonqualified Distributions:** Amounts distributed from a Roth 403(b) Contributions Account that are not considered "Qualified Distributions" as defined in Section 11.3(a), may be distributed from a Roth 403(b) Contributions Account subject to the distribution rules applicable to Elective Deferrals as described in Section 5.1. Such nonqualified distributions shall be subject to federal income tax to the extent that the amount distributed exceeds the value of the Roth 403(b) Contributions.
- (c) In no event shall amounts held in a Roth 403(b) Contributions Account shall be used for a loan in accordance with Section 4, distributed due to a hardship withdrawal under Section 5.4, transferred in accordance with Sections 6.3 or 6.5, or exchanged in accordance with Section 6.4.
- (d) Participant may elect to have certain portions of the Participant's Vested Account Balance under the Plan treated as being distributed to the Participant as an eligible rollover distribution that is credited via an in-Plan direct rollover to a Roth After-Tax Employee Contribution Account under this Plan.



For more information, contact:

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COM 1681 (10/15)

Cover Sheet

Public Hearing on the LCAP & Budget Overview for Parents (BOP)

Section:	IV. Finance
Item: (BOP)	C. Public Hearing on the LCAP & Budget Overview for Parents
Purpose:	Discuss
Submitted by:	
Related Material:	BOP 2021.pdf

BACKGROUND:

Annual public hearing for the LCAP and BOP to seek input from the community

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Cottonwood School

CDS Code: 09 61838 0139006

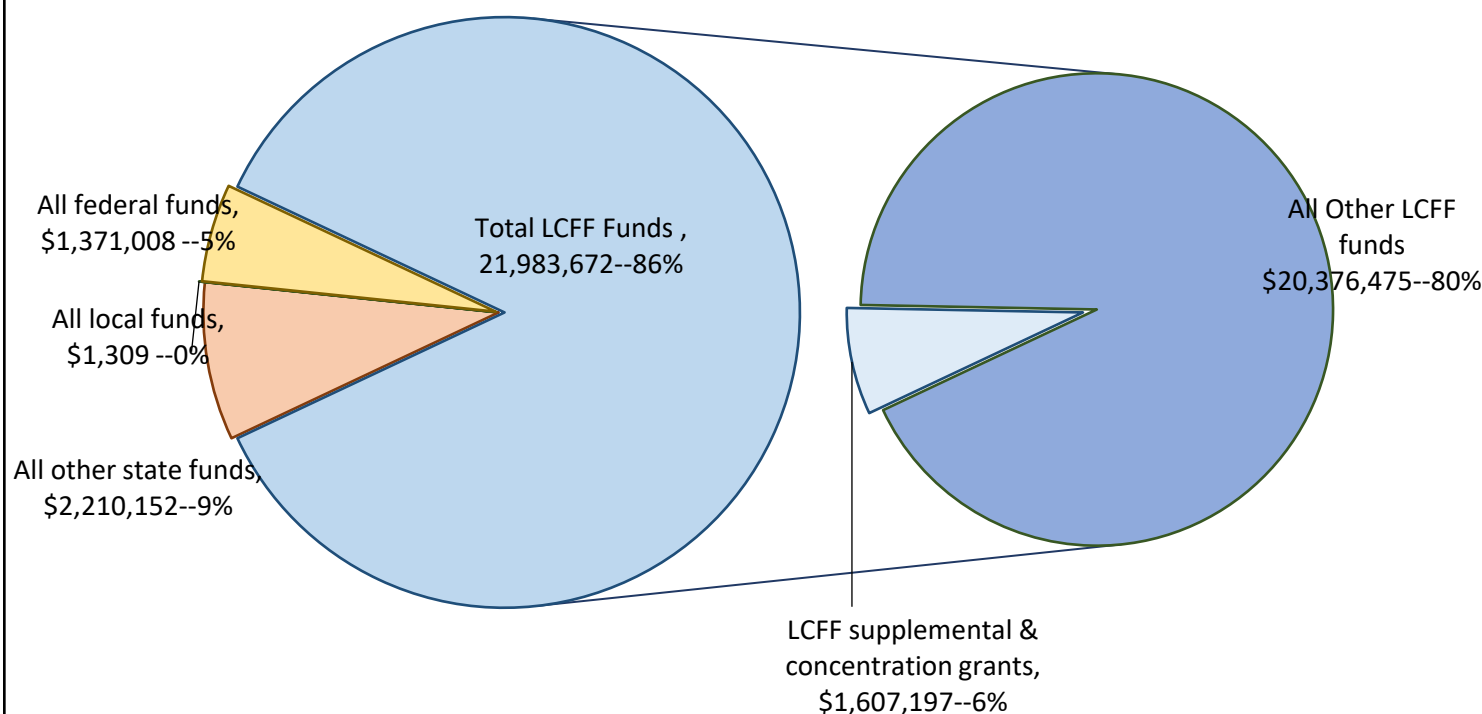
School Year: 2021 – 22

LEA contact information: Cindy Garcia cindy.garcia@cottonwoodk12.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

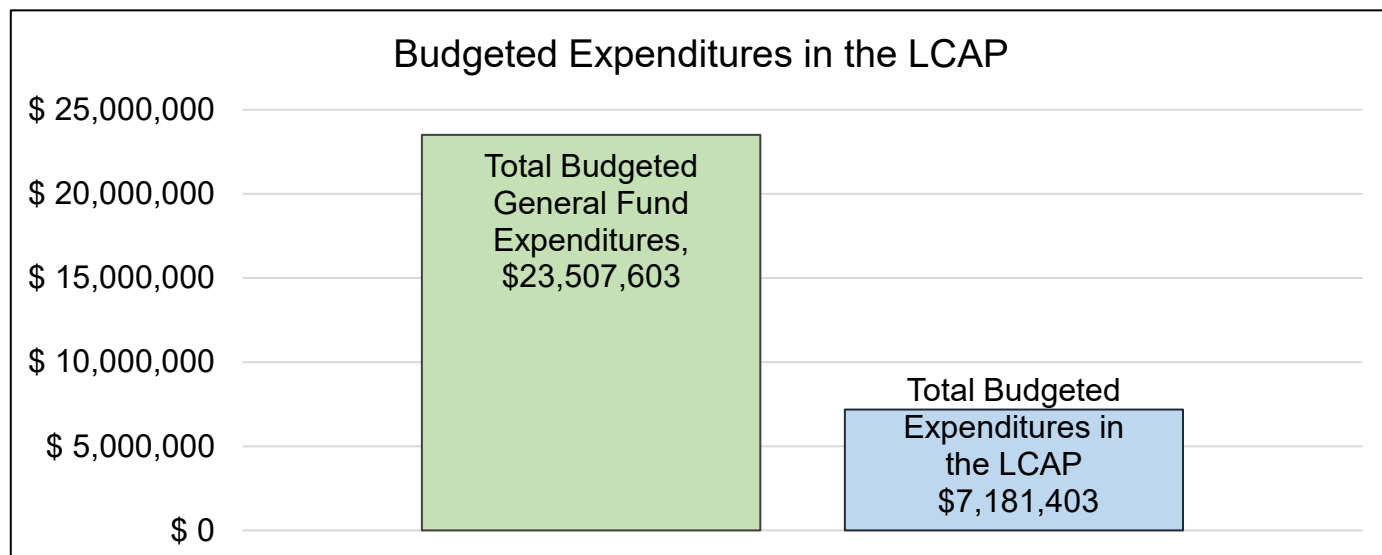


This chart shows the total general purpose revenue The Cottonwood School expects to receive in the coming year from all sources.

The total revenue projected for The Cottonwood School is \$25,566,141.00, of which \$21,983,672.00 is Local Control Funding Formula (LCFF), \$2,210,152.00 is other state funds, \$1,309.00 is local funds, and \$1,371,008.00 is federal funds. Of the \$21,983,672.00 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).

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 The Cottonwood School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Cottonwood School plans to spend \$23,507,603.00 for the 2021 – 22 school year. Of that amount, \$7,181,403.00 is tied to actions/services in the LCAP and \$16,326,200.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the Learning Continuity Plan will be used for the following general operating and basic services: all certificated and classified salaries and benefits, operational costs such as rent, utilities, and maintenance, and student discretionary budgets for materials/supplies and enrichment classes instructional materials, textbooks, and consumables for teachers and students; all contracted services and other operational costs associated to maintaining the basic functioning of The Cottonwood School and all Federal Title programs (Title I, II, III and IV).

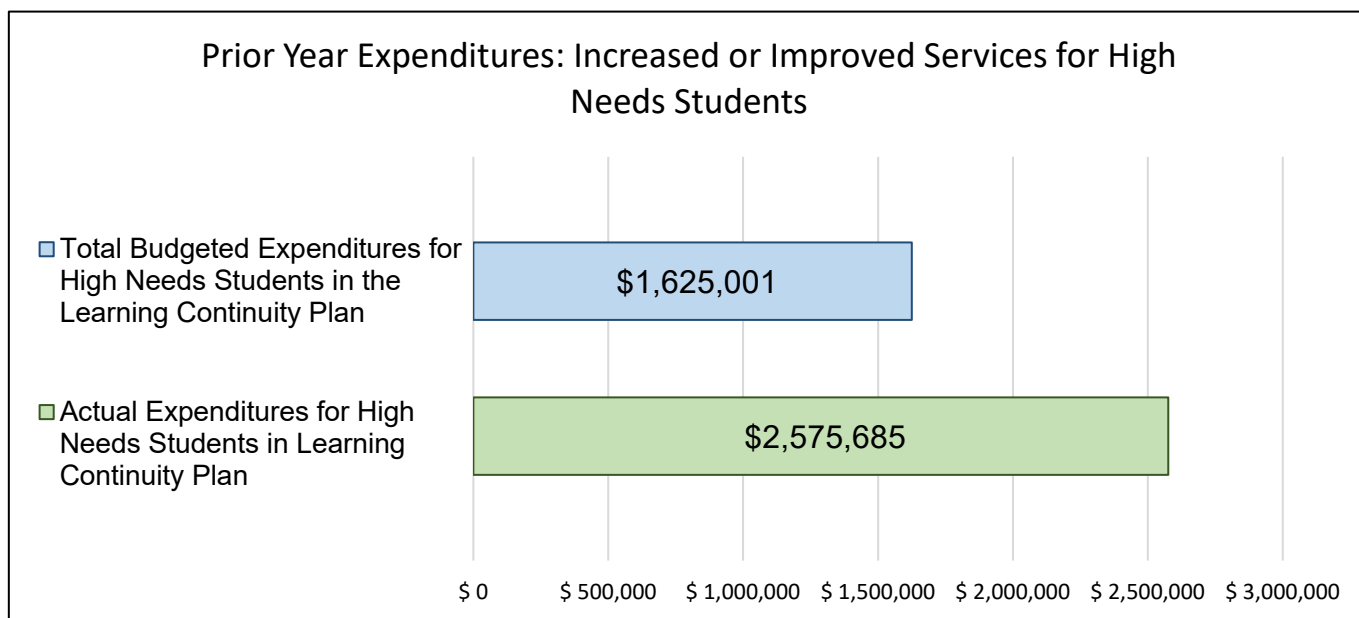
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, 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 LCAP. The Cottonwood School plans to spend \$1,794,403.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what The Cottonwood School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what The Cottonwood 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 2020 – 21, The Cottonwood School 's Learning Continuity Plan budgeted \$1,625,001.00 for planned actions to increase or improve services for high needs students. The Cottonwood School actually spent \$2,575,684.84 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Executive Director	cindy.garcia@cottonwoodk12.org 916-580-5111

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
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Percent of teachers appropriately credentialed and assigned.	All teachers at The Cottonwood School are appropriately credentialed and assigned.
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	Our site is demonstrated as safe based on our Facilities Inventory (FIT) Report.
Percent of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100% of students have access to CA state standards-aligned and instructional supplies as evidenced by SARC data a
Percent of students who have access to a computer.	100% of our students have access to a computer.
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	Maintained 100% access to a broad course of study

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriately credentialed and assigned.	\$5,880,000	\$6,307,000
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	\$48,000	\$62,800
Provide access to broad course of study such as VAPA courses and enrichment opportunities	\$1,477,310	\$3,304,542

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Cottonwood School staff and School Board quickly transitioned to virtual meetings using the Zoom platform. Teachers spent more time engaging with parents either through virtual meetings, emails, texts, and phone calls. Teachers worked tirelessly to put together Google Classrooms and other platforms to reach students.

Successes:

We successfully implemented our interventions and instructional best practices with success.

Our local data showed an increase in student achievement.

Due to the COVID pandemic, teachers and parents communicated more than ever before about student academics and social emotional support.

Teachers went above and beyond to collaborate and learn new technology.

Challenges:

The COVID 19 pandemic caused our staff to transition quickly from in-person learning to parents educating their students at home.

Our staff quickly put together Google Classrooms and other platforms. Perhaps our biggest challenge was engaging certain students during this difficult time and meeting the Special Education requirements.

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

Annual Measurable Outcomes

Expected	Actual
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CAASPP participation rate will be at least 95%	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Due to the COVID-19 pandemic, the administration of the ELPAC requirement was suspended for Spring of 2020.
At least 10% of EL students will reclassify	The data is not available for reclassification for 2020.
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100% of the TCS teachers engaged in >15 hours of curriculum training and CCSS PD during the school year.
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	48% of our students participated in quarterly interim benchmark assessments

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	\$60,844	\$60,844
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	\$67,914	\$80,847
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.	\$156,000	\$156,215

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	0	0
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The increase in counseling services has allowed more students to receive group sessions/lessons in a virtual classroom setting. Our psychologist has also been able to focus more on behavioral and students in crisis. Our SEL and MindSet Mondays program helps all students in academic achievement, personal social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Additionally, our psychologist and counselors also serve on the Multi-Tiered System of Support (MTSS) team. We continue to strive to build more resilient students, and mental health needs continue to pose challenges. Our SEL team makes a difference for less significant mental health issues. We use a referral process to support students who need more intensive services for mental health issues. In the last two years, we have seen an increase in students with mental health and emotional needs. The pandemic has continued to add to these issues.

TCS is creating professional development and implementation on programs such as 7 Mindset and My Big Life. In addition, the SEL Team is creating consistent support for all students and designing a system for Positive Behavioral Intervention Supports (PBIS) as part of our MTSS program. We are also adopting a Social-Emotional Curriculum in the 2021-22 school year and support our MTSS program further to increase student engagement and a sense of school connectedness.

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:

Annual Measurable Outcomes

Expected	Actual
The number of students taking college level courses (concurrent enrollment or within community colleges)	For the 2020-21 sy TCS had 55 HS students taking college level courses (concurrent enrollment or within community colleges)
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	TCS Counselors and HST met with each student and family to a created personalized learning plans
Increase the number of Career Technical Pathways	TCS has increased the number of Career Technical Pathways to 15.
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	Inthe 2019-2020 School year TCS had 6.39% students Prepared and Approaching Prepared, for the 2020-21 had 6.88%.
Percent of students that pass AP examination with a score of 3 or higher	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	\$0	\$0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	\$0	\$0
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.	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some challenges have presented themselves due to the lack of in-person community connection events for teachers, students, and parents. Teachers have worked to keep all students engaged in class and assignments but have not reported a marked decline in the rates of participation and level of work.

Some of the successes in implementing the actions and services to achieve the LCAP goal focused on student achievement was increasing learning technology access for all enrolled students and specifically low-income students, ensuring that students had the necessary technology to ensure connectedness. TCS continued to provide JHVA, HSVA, and our English Language Development courses with a high level of success resulting in students exceeding participation and attendance.

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide a 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

Annual Measurable Outcomes

Expected	Actual
Increase number of students participating in Enrichment opportunities as measured by student enrollment	This will expand as the state opens up from COVID-19
Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in	This will expand as the state opens up from COVID-19 and the school is not participating in shared services. We can give more local support to our students.
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	TCS is launching a new website for staff and parents that will increase communication and access to school policies and programs.
Maintain chronic absenteeism rate at 0%.	TCS has maintained a chronic absenteeism rate at 0%.
Maintain the rate of pupil suspension and expulsions rates.	TCS has maintained our rate of pupil suspension and expulsions rates.

Increase high school cohort graduation rate	The high school cohort graduation rate remains unchanged.
Decrease the high school cohort dropout rate	The high school cohort dropout rate remains unchanged.
Decrease the middle school dropout rate	The middle school dropout rate remains unchanged
Increase parent participation rate for the school climate survey by 10%	TCS has increased parent participation rate for the school climate survey by 10%
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	TCS has maintained our current attendance rates of 95% or higher by ensuring the timely completion of assignments

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: We were effectively able to implement the actions and services in this goal. TCS continues our commitment to ensuring our most vulnerable students receive the academic and social-emotional supports needed to grow. Our parents and board members were able to adapt to a virtual platform, resulting in more parents attending board meetings. Additionally, our MTSS population has increased in accessing the resources offered on our website. Google analytics shows an increase of 75% on our MTSS resource pages.

Challenges: Our greatest challenge in implementing this goal was when we were sidelined by the COVID 19 pandemic. Our staff had to rethink the way we provided these services and supports to our students and families. The challenge for TCS was Increasing student

participation in academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters. These activities were part of our Community Connections in-person activities, and moving to a virtual platform was not as effective

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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	[\$ 0.00]	Y
Expenditures associated with researching and access to virtual access to community resources.	\$4,500	[\$ 0.00]	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

We were able to provide five days per week of quality instruction for all of our students. Our teachers were able to build relationships with students and differentiate instruction based on student needs. Teachers assessed students and targeted instruction based on student needs.

Additionally, our parents could work side by side with their students in a virtual setting. Online tutoring was provided for our at-risk students. We were able to meet the needs of our Special Education students, Foster Youth, low-income students, and English learners. The Cottonwood Staff used creative alternatives to celebrating schoolwide activities and special events.

Challenges:

We could not implement our in-person vendor offered interventions, creating an opportunity to be creative to support our at-risk students.

Administrators had to constantly review the guidance frequently changes requiring them to update plans. At our site-based HS, custodial staff had to change cleaning protocols.

We had to eliminate all of the community connections activities and parent engagement events.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$5,500	Y
Internal Common assessments to measure student progress and identify areas our students are struggling in.	\$35,556	\$37,300	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	\$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	\$50,000	Y
Cottonwood will provide MiFi (mobile internet connection) to English learners, students living in poverty, students placed in foster care, students experiencing	\$20,160	\$20,160	Y

homelessness, and those with exceptional needs at no 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	\$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	\$1,800	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:

The Cottonwood Staff and students quickly pivoted to using Chromebooks/laptops/mifis and Google Classroom for teaching and learning. TCS teachers use Google Suite and other online resources to deliver high-quality direct instruction. Our Staff learned new strategies for providing instruction. Additionally, our teachers had access to technology and virtual professional development based on their identified needs. Special education students continued to receive services in-person and virtually. Communication between students, teachers, and parents continued to be very effective. Our program teachers continued to use technology to deliver high-quality direct instruction.

Challenges:

More technology had to be purchased to continue to implement our distance learning. Supply chains were interrupted because of the pandemic, so it took months to receive some of the technology needed to implement distance learning for our families.

More phone calls and virtual conferences had to occur between teachers and parent(s) to keep students accountable for their learning.

Distance learning does not allow for hands-on science experiments and limits teachers to offering instruction virtually without providing immediate feedback.

Some families were unfamiliar with how to use Google Classroom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$1,212,500	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$3,500	\$3,500	Y
Staff and parent training related to understanding our English Language Development strategies	\$4,000	\$4,000	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences	\$5,000	\$5,000	Y
Junior High Virtual Academy Program Coordinator	\$10,000	\$10,000	Y
Junior High Virtual High Academy Lead Teacher	\$8,752	\$8,752	Y

High School virtual Academy Program Coordinator	\$12,400	\$12,400	Y
Cost of math support intervention coordinator	\$30,000	\$30,000	Y
Cost of reading/literacy intervention coordinator	\$30,000	\$30,000	Y
Expenditure with the translation of communication and Learning Continuity Plan	\$3,000	\$3,000	Y
Cost associated with teacher devices	\$50,000	\$50,000	Y
Costs associated with staff using internet	\$33,250	\$33,250	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The pandemic has introduced a great deal of hardship into many students' lives. Moving forward, we will need additional tools to support students' social-emotional well-being. Ultimately, addressing students' learning loss will require a student-centered approach that puts family and student relationships first and a systemic transformation in addressing the overlapping learning, behavioral, and emotional needs that support effective learning and teaching.

Successes:

Teachers assessed students to develop a plan to address each student's needs.

Our Special Education teachers worked closely with their students to identify areas that needed more support. They also worked with the family with our distance learning model not to disrupt their routines and instruction.

Some students showed significant gains with tutoring.

Parents worked closely with teachers to deliver instruction to their students.

Challenges:

The cancellation of state tests in Spring 2020 left us with minimal information about student performance. We used local data to shed light on the inequities in learning that have been exacerbated due to the pandemic. We continue to encourage our families to complete our local assessments to obtain verified data for our dashboard.

Serving all of our students of poverty was a challenge as many did not have reliable internet access or support from home.

Tutoring in cohorts was not nearly as effective as our regular intervention blocks. One-on-one tutoring was much more effective but took considerable time to implement. Tutoring helped students stay safely in their cohorts but did not allow for flexible groupings and more targeted interventions.

The Governor is asking districts to extend the school year and offer summer school. We will have to be creative at providing these services.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

Our staff understood how important it was to attend to the social and emotional needs that arose during these challenging times.

Families and teachers communicated more than ever before to support their children.

We encouraged each other to explore and express our emotions, build relationships, and support each other – children and adults alike.

The crisis presented an opportunity for us to make long-term improvements in our delivery of services and professional development in mental health.

The crisis showed how essential counseling and nursing services are to support our students' overall health and wellness.

Social-Emotional Learning offered a powerful means to support one another – children and adults – during this challenging time.

We understand the importance of demonstrating empathy and resilience, building relationships across distance, and calling upon our collective resolve to strengthen our school.

Our SEL program and staff have focused on the following actions:

- Built solid and caring relationships with students and families to give them a sense of belonging.
- Taught and modeled empathy, so students felt understood and could better understand others.
- Taught students' self-awareness, including the ability to name their own emotions, have accurate self-perceptions and display self-confidence and self-efficacy.
- Helped students manage their behavior through impulse control, stress management, and other positive skills.
- Improved students' social awareness and interactions with others.
- Taught students how to handle relationships, including with people whose backgrounds differ from their own.

Guided students to make responsible decisions.

Challenges:

The ongoing pandemic has strained our well-being and behavioral health. Its emotional toll includes rising levels of problems associated with anxiety, depression, and suicide, affecting our relationships, communities, staff, and students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The Cottonwood Staff continues to embrace multiple communication platforms to reach our families. The Cottonwood Staff spent more time having conversations with families and identifying individual needs to succeed. Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback safely.

We continue to use various communication strategies to build relational trust with families and boost student engagement. Our staff understands the importance of providing parents and students with consistent regular one-on-one conversations, daily schedules, and weekly email updates. Individualized communication with students and families is used to share student progress, highlight learning gaps, and set expectations for engagement.

We continue to provide ready-to-use resources and training for parents to use to help students learn foundational concepts through daily activities offline, including reading to students, listening to students read, learning math through household activities, and learning science concepts and cooking skills. We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Google Classroom.

Challenges:

We had to rethink how we would deliver our family engagement events like Halloween parades/parties, field trips, holiday celebrations, and other family night events.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

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.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Shelf Safe Breakfast	\$1,000	\$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	\$44,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this past year with our distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority regardless of how the instruction is delivered. COVID changed the way we interacted with one another.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To address pupil learning loss, we will use our local assessments and verified assessments and teacher input to create flexible interventions and targeted instruction. Our teachers will analyze student data and plan appropriate interventions and lessons. TCS plans to add paraprofessionals for small group instruction and one-on-one support for our most at-risk students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

All additional actions included in 2020-21 LCP have no material differences between the budgeted expenditures and estimated actual expenditures.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our overall assessment was that there was much accomplished this year and as a school.

Academically, as we review our measurements for success in teaching and learning, we see that we have appropriately credentialed teachers supporting our students and that all students had access to appropriate curriculum. Our professional development with our teachers focused on how better to instruct our students in the distance learning environment; the whole learner with SEL support will continue to be beneficial as we move forward. We believe it allows for a multimedia-rich climate, which has proved helpful for all students, especially our English learners.

Our parents and stakeholders, as trusted partners, continuously give us their input as to what we have and could continue to engage the students. For many, motivating students will continue to be necessary and getting them assistance as well. In addition, the stakeholder requests for more CTE, VAPA, and other engaging opportunities for students are continually being met through our community connections and access.

The pandemic showed us many challenges and some areas for further consideration. Our need to provide social and emotional learning and a solid Multi-Tiered System of Support for every child and family became more apparent. All of the TCS staff worked together as the basis for ascertaining short-term and long-term needs. We did everything in our power to meet the need and then utilized a network of stakeholders and partnerships created by the division. Finally, our work with Reading and Math Intervention and English learner development course has shown that our students do well with online direct instruction. It is an avenue for TCS to demonstrate continual improvement. These are areas we will carry into the LCAP 2021-24.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Executive Director	cindy.garcia@cottonwoodk12.org

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

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.

Our 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.

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 needs 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Cottonwood School, TCS, is very proud of the growth it has secured for students since we opened our doors in 2019. Currently, TCS does not have a California Dashboard due to Covid-19. TCS has seen continuous and significant growth in student achievement in language arts and mathematics. Careful planning, research, and strategic decision-making led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including Reading Horizons, Renaissance Learning assessment tools, Direct instruction intervention programs, a solid technology infrastructure with 1:1 Chromebooks or laptops, hotspots, and the development of the Parent Advisory Committee, contribute to continuous improvement.

In the area of English Language Arts, the Renaissance Learning assessment shows growth in the following areas:

Grades 1-6: Increased 11.24%

Middle School: Increased 1.54%

High School: Decreased -5.02%

In the area of Mathematics, the Renaissance Learning assessment shows growth in the following areas:

Grades 1-6: Increased 2.83%

Middle School: Increased 8.76%

High School: Increased 4.92%

Parent engagement has also proven successful in TCS. We offer opportunities to attend parent education events focused on understanding school programs and supporting learning at home. The Homeschool Parent Development programs took deep dives into curriculum and instructional practices. Over 160 of our stakeholders (parents, students, and staff) participated in the annual LCAP Surveys. When asked "How satisfied are you with student engagement", our data indicate that 88% of parents are Very Satisfied with their student's engagement. That 62% of parents agree that "The Cottonwood School is effective in strengthening and promoting academic achievement of all students." 65% of parents agree with the statement, "The Cottonwood School has high expectations for all students."

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of The Cottonwood School's verified data indicates no areas of low performance or significant performance gaps among student groups required to be addressed. There are indicators for which overall performance would have TCS in a red or orange performance category. There are also no local indicators that TCS would have received a "Not Met" rating.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Cottonwood School's 2021-2024 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities while maintaining fiscal solvency.

The Cottonwood School is committed to continuously analyzing essential metrics related to student needs, implementing the feedback and input of our stakeholders, refining instruction, improving school climate and safety, and closing the achievement gap. The LCAP goals and actions outline proven and practical steps that contribute to demonstrable growth in student achievement and maintain those actions and services that positively impact student achievement and support the TCS vision and goals. Additionally, the LCAP reflects efforts to provide more clarity and transparency for stakeholders on TCS services and expenditures.

Significant actions and services include the following:

- Providing a unified and equitable learning experience for all students.
- Ensuring the needs of every student are met through consistent data analysis, quality core instruction, differentiated assistance provided during the school day.
- Fostering collaboration between professionals who are focused on improving student outcomes.
- Addressing the mental health and social-emotional needs of all children through coordinated services.
- Preparing students for 21st Century advanced education and career opportunities.
- Ensuring multiple pathways encourages family involvement in student learning.

Throughout the LCAP, the goals, actions, and expenditures demonstrate how TCS works to continuously improve progress on the State and Local Indicators using our verified data; and any State and Local Indicators are priorities and areas of focus in our efforts. TCS is committed to engaging in continuous improvement efforts to address all Indicators. TCS remains steadfast in its efforts to increase student achievement and strives to improve progress on each Indicator, over time continuously.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Cottonwood School is not eligible for comprehensive support and improvement. TCS is homestudy charter school.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Cottonwood School's process for engaging stakeholders in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Stakeholders, and posting the draft LCAP online.

Annual Surveys:

Parent Survey – Administered online

The parent survey is integrated into our Weekly emails, Community Café meetings, and our Parent Advisory meetings. The parent survey includes questions in the following three constructs: academic environment, social environment, and family engagement. All 2400 families were invited to participate in the survey process annually.

Student Survey (Gr 4-12) – Administered online

The student survey includes questions related to the academic and social environments at school. Students in Gr 4-12 were invited to participate in the survey process.

Staff Survey – Administered online

The staff survey is integrated into school staff meetings and our Cottonwood Express. Additionally, the staff is invited to participate through emails. The staff survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 135 staff members participate in the survey process annually. Each demographic group and job classification are equitably represented.

Invitations are sent through various communication avenues for all Community events, including information phone calls and personal contact by our Parent Engagement Advisor, school administrators. All teachers are asked to personally make contact with and invite families representing at-risk student groups (student groups with an achievement gap, English Learner, low income, and foster youth).

A summary of the feedback provided by specific stakeholder groups.

The Cottonwood School received feedback regarding our Local Control and Accountability 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 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 LCAP that were influenced by specific stakeholder input.

Our stakeholder feedback informed our Local Control and Accountability 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 California Department of Education, July 2020 Page 4 advisor supports the student physically, academically, emotionally and socially through advisory and through day to day interactions on zoom.

Goals and Actions

Goal

Goal #	Description
1	The Cottonwood School will provide engaging, high-quality teaching and learning that promotes applying knowledge within an independent study/online curriculum structure. Additionally, TCS will provide culturally responsive instruction and curriculum that meaningfully incorporates current technology to eliminate academic barriers and support students' paths to college and career readiness.

An explanation of why the LEA has developed this goal.

Self-study findings indicate the need to increase the rigor and relevance of our curriculum and instructional strategies to ensure TCS graduates are appropriately prepared for finding life-long, sustainable employment. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. We realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase retention and graduation rates. As an independent study school, students need various ways to positively engage with the school community to impact their educational experience entirely. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students. Lastly, TCS recognizes the changing digital landscape and the importance of staying current with instructional technology to improve student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional materials aligned with the Common Core State Standards for all grade levels, TK-12 • Instructional materials for Special Education • Instructional materials for	Staff will regularly review of evidence based aligned with the CCS curriculum with all stakeholders As we continue to review and adopt new curriculums.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Staff has regularly reviewed of evidence based aligned with the CCS curriculum with all stakeholders All newly adopted curriculums have been reviewed and vetted.

English Learner education • Supplemental instructional materials for all subject areas, TK-12					
Effectiveness of online curriculum implementation	Irregular & ineffective use of report features in online curriculum Ongoing training as needed for effective implementation	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% Effective use of report features in online curriculum Ongoing training as needed to continue our effective implementation
Increase the number of students who have access to a computer and internet access	We have identified 15% of our students are in need of technology	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of our student that are in need have computer and internet access
Content of professional development (PD) opportunities - culturally responsive practices	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All staff trained on strategies to engage students and families in addressing students' social-emotional health academic needs
# students College Career Ready as indicated by the Readiness Preparation matrix	6.54% (28 students) have participated in at least 1 College Career Readiness Preparation	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of graduating students College Career Ready as indicated by the Readiness Preparation matrix

# students completing a College Career Readiness Preparation pathway	9 students have completed a pathway as of 5/2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of High school students complete a pathway
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Engaging, High-quality, Culturally Responsive Curriculum, and Instruction	Provide regular PD opportunities for culturally responsive practices, including curriculum implementation support, book clubs, in-service days, newsletters	\$25,000	Y
2	Removal of academic barriers	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, My Big Life Journals, 7Mindset.	\$48,000	Y
3	Support for College and Career Readiness	Expand opportunities to dually support students' college and career readiness, including access to CTE pathways, targeted support for low-income students, and expanded post-secondary linkages to provide work-based learning opportunities. Improve career pathways data tracking, program completion & participation in college readiness and career readiness activities, including enrollment in academic bridge courses	\$30,000	Y
4	Access to online curriculum, technology	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. Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$101,510	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Develop and implement social/emotional intervention programs.	Expand on our SEL program with the addition of 7Mindsets, continue with Growth Mindset activities and journal with My Big Life	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers teach growth mindset to all of their students
Provide systems of support and personnel for English Learners, SocioEconomic Disadvantaged, Homeless, Foster, and SPED students to intervene and support their academic success.	Develop and expand our tutoring or other one-on-one or small group learning supports by adding paraprofessionals serving in supplemental programs available to all students.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	A fully developed in-house tutoring or other one-on-one or small group learning supported by paraprofessionals serving in supplemental programs available to all students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Verified Data Collection	Internal Common assessments to measure student progress and identify areas our students are struggling in.	\$50,000	Y

2	Staff will meet monthly to analyze student achievement share and discuss best practices and resources for supporting learning in a virtual environment.	Monitor grade level growth for all subgroups, Sharing monthly writing & math SBAC-aligned prompts	\$48,000	Y
	PD will be provided monthly on academic assessment and SEL growth	Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement teaching of mindsets by including mindset trainings in PD days and regularly sharing Mindset Monday lessons	\$218,393	Y
3	Provide access to a variety of resources to meet their academic needs, online, virtual and in-person instruction.	Effectively implement online curriculum & digital instructional tools, including use of reports, student level data and PD for implementation	\$200,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The Cottonwood School partners with parents, students, and staff to guide and facilitate student learning opportunities, support choice, provide opportunities to lift marginalized voices, celebrate cultures, create space for understanding, create avenues for building authentic relationships through various meaningful community events. The Cottonwood School is committed to cultivating a climate of trust and transparency, clear communication, and an opportunity for all voices to be heard and represented.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in the The Cottonwood School and their families are engaged in learning.

The actions in this goal address the following state priorities:

Priority 3 - Parental Involvement

Priority 5 - Pupil Engagement

Priority 6 - School Climate

The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools.

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Parent & Family Engagement Indicator	1. Developing the capacity of staff to build trusting and respectful relationships with families	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	1. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work

2. Creating welcoming environments for all families in the community

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children -

4. Providing professional learning and support to teachers and administrators to improve a school's capacity to partner with families -

together to support improved student outcomes -
Full Implementation and Sustainability

2. Creating welcoming environments for all families in the community -
Full Implementation and Sustainability

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full Implementation

4. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability

5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes -

5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation and Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Cooperative Learning	Teachers provide learning opportunities , educational experiences through the daily use of practices that promote equity and access, foster interdependence, individual accountability, and equal participation for all students.	\$950,000	Y
2	Positive Behavior Intervention Supports (PBIS)	School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.	\$48,000	Y
3	MDIP (Multicultural Diversity & Inclusion Perspectives)	Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families.	\$ 75,500	Y
4	Pathways for LCAP Input	Director of School Accountability and Compliance provides pathways for stakeholders to offer input on the development of the district Local Control Accountability Plan (LCAP) through: Annual parent/guardian, staff, and student (grades 4-12) surveys. Fall and spring community forums.	\$0	N

	<p>Staff and parent email communications.</p> <p>An online platform that collects input on the draft LCAP prior to School Board approval.</p> <p>An LCAP Advisory Committee comprises parents, staff, and representatives who analyze feedback to determine community priorities.</p>		
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.87%	\$1,607,197

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

1 Professional Development for Intervention –

Our examination of successful student assessment data reveals that students assigned to highly trained Intervention teachers perform at higher levels than students who have not participated in intervention with a highly qualified teacher. Professional learning has a powerful effect on teacher skills and knowledge, and student learning. However, to be effective, it must be sustained, focused on important content, and embedded in the family's work and the HST that support ongoing improvements and student achievement.

2. Plan of Actions for Student Success –

A review of diagnostic data from our verified data (locally administered assessments) for our foster youth, English learners, and low-income students who are not meeting English Language Arts and/or Mathematics standards reveals these students display gaps in understanding. To address these learning gaps, the HST writes an Assignment Work Record, AWR, for all students that outline the foundational areas the student struggles in and communicates with the family in addressing these learning needs.

3. Collaboration for Struggling Students –

"By promoting a culture of collaboration focused on knowing a team's collective impact, leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement." (Donohoo, Hattie & Eells, 2018). Considering the unique and pervasive needs of foster youth, English learners, and low-income students, teacher collaboration is critical to their success.

4. Newcomer Support

English Language Development classes are in place to provide increased services for our English Learners during the school day. The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students. In

The Cottonwood School 6.56, EL students represent approximately 6.56% of the total student population. Computer-based supplemental literacy programs support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in TCS. Computer-based instructional materials offer engaging, interactive platforms, with high-interest materials that improve student learning and help teachers with the assistance of instructional aides provide personalized

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 will receive approximately \$1,607,197 in supplemental funding for the LCAP year calculated based on the number and concentration of low-income, foster youth, and English Learner pupils as pursuant to 5 CCR 15496(a)(5). A review of The Cottonwood School's needs and metrics, along with stakeholder input, determined that utilizing the supplemental grant for the following services and programs would be the most effective use of funds to meet the goals for unduplicated pupils.

Programs and services using supplemental grant funding support the academic achievement and engagement needs of our student groups with a significant achievement gap, English learners, low-income students, and foster youth. Programs and services principally directed for these student groups include: professional development for teachers in literacy, remediation, cultural proficiency, motivation, classroom engagement, and English language development (ELD); progress monitoring, early identification, and pre-referral supports for academic needs; during the school day universal access (designated) instruction; supplemental literacy and English development remediation materials; and additional personnel focused on supporting students and engaging their families in education.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Cover Sheet

Discussion and Potential Action on the Expanded Learning Grant

Section: IV. Finance
Item: D. Discussion and Potential Action on the Expanded Learning Grant
Purpose: Vote
Submitted by:
Related Material: TCS ELO (1).pdf

BACKGROUND:

The Expanded Learning Opportunities Grant Plan focus is to develop or expand learning recovery opportunities for one or more of the following groups of students: Low Income, English Learners, Homeless or Foster Youth, Students with Disabilities, Students at Risk of Abuse/Neglect or Exploitation, Disengaged Students, and/or Students who are Below Grade Level.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. Schools are encouraged to engage, plan, collaborate on program operation with community partners, expand learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options to design and implement services.

LEAs must complete the Expanded Learning Opportunities Grant Plan as a condition for receiving an ELO Grant. The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and submitted to the chartering authority within five days of adoption

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia	cindy.garcia@cottonwoodk12.org 916-580-5111

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

All of our stakeholders; parents, teachers and students were involved in a variety of ways. The use of surveys, regional teacher meetings, ELAC/DELAC meetings, community meetings for teachers, students and parents, and our parent advisory committee meetings. Our stakeholder input was essential in providing the information needed for the 2021-2022 school year.

A description of how students will be identified and the needs of students will be assessed.

Screening and Diagnostic Assessments

TCS will explore the implementation of a diagnostic assessment or "screener" to assist in the identification of students needing additional supports and interventions.

Student Referrals

Referrals for students needing additional support may be made by the student, parents/guardians, teachers, and other school staff members. These referrals will be routed to the appropriate staff members.

Outreach

Students who have not engaged will be contacted and supported. An MTSS team will be assigned to contact the families of students who are not engaging.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Our communication involves using our established multiple communication modes between the families and school. Communication from school to families is provided through online postings and Weekly Wednesday Newsletters, text messages if they have opted-in, and our communications are translated into languages parents can understand. Our communications are provided in; parent-friendly language and graphic form for parents with low literacy levels when possible.

A description of the LEA's plan to provide supplemental instruction and support.

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students within The Cottonwood School.

Specific supports will be provided to students who are included in one or more of the following groups: low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who are credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. All services will be part of a multi-tiered system of supports that include universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) supports for students based on their identified needs.

Support services have been identified in each of the following 7 strategy areas:

1. Extending instructional learning time in addition to what is required for the school year by providing tutoring and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

- Distance Learning instructional model oversight and support
- Interventions provided within the school day and outside the school day

Increasing our in-person direct instruction

- Online 24/7 tutoring support for students

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, including, but not limited to any of the following:

- Tutoring or other one-on-one or small group learning supports provided by staff, with an emphasis on support for targeted students
 - Increased hours for classified paraprofessionals serving as Bilingual Instructional Assistants and, with an emphasis on support for Emergent Bilingual Students (EB).
3. Integrated student supports to address other barriers to learning, such as providing counseling or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
- Increased number of school psychologist supports to provide students with targeted (Tier 2) and intensive (Tier 3) supports
 - Development of a school-wide implementation plan for SEL, training for all stakeholders,
4. Provide students with access to technology, high-speed internet, and other academic supports.
- Purchasing of laptop computers to ensure all students are 1:1 with a device to ensure access to digital learning materials and resources for all students within the school day and beyond
 - Purchasing of internet hotspots to provide access for all students to digital learning materials and resources beyond the school day
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
- Expansion of online licenses to allow for credit recovery options
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
- Renaissance Learning - that includes diagnostic/screening assessments and periodic assessments to gauge student progress and assist in identifying students needing additional supports and interventions.
 - Implementing a data dashboard to provide a variety of users the ability to monitor student progress and identify students needing extra support
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.
- Provide at least two days of professional learning on social-emotional supports for students to certificated staff
 - Provide at least one day of professional learning on social-emotional supports for students to classified staff

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$100,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,100,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$100,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$100,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$30,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$100,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$118,393	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$1,548,393	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Staff members coordinate services and funding, including the appropriate assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief Funds received by The Cottonwood School. The budgeted expenses listed above are based on stakeholder input and priorities from surveys and committee meetings throughout the 2020-2021 academic year and prioritize in-person learning, interventions and support, and training.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments. The monitoring throughout the process.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Cover Sheet

Stipend Chart Discussion and Potential Action.

Section: IV. Finance
Item: E. Stipend Chart Discussion and Potential Action.
Purpose: Vote
Submitted by:
Related Material:
Board Draft 8 The Cottonwood School 2021.2022 stipend schedule (003).pdf

BACKGROUND:

There was a typo on the stipend amount for teaching Boost/single subject classes. It was written for the semester, not the year. It should be for the year.



Stipend Chart

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

Stipend Position	Amount per Year
Special Projects/Duties	\$500-\$3000
WASC lead/self-study	\$500-\$2000
Emergent Bilingual (EB) Teacher	\$500-\$1000
Educational Design Experts	\$2,000
NJHS & NHS Advisor	\$2,000
Boost/Single subject class	\$2000 - \$8,000
California Healthy Youth ActCoach	\$2,500
SPED Extended School Year (ESY)	\$3,500
SPED SAI in person	\$5,000
Academic Decathlon Stipend	\$5,000
SPED SAI in person	\$5,000

* Stipends are subject to budget and Charter need.

Cover Sheet

Executive Director Evaluation Process

Section: V. Operations
Item: A. Executive Director Evaluation Process
Purpose: FYI
Submitted by:

BACKGROUND:

Update on the annual evaluation for the Executive Director of the school

Cover Sheet

Board Calendar for 2021-2022

Section: VI. Governance
Item: A. Board Calendar for 2021-2022
Purpose: Discuss
Submitted by:
Related Material: Board Calendar 21-22 - 2021-2022.pdf

BACKGROUND:

Proposed Meetings for the 21-22 school year.

4th Tuesday of each month, except for December.

The 4th Tuesday better aligns with state and federal filing dates.

Draft---TCS Board Meeting Calendar--Draft

July 2021							August 2021							September 2021							October 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

November 2021							December 2021							January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
														30	31												

March 2022							April 2022							May 2022							June 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

Federal holidays 2021/22

Jul 4, 2021	Independence Day	Nov 11, 2021	Veterans Day	Dec 31, 2021	New Year's Day (obs.)	Jan 1, 2022	New Year's Day
Jul 5, 2021	Independence Day (obs.)	Nov 25, 2021	Thanksgiving Day			Jan 17, 2022	Martin L. King Day
Sep 6, 2021	Labor Day	Dec 24, 2021	Christmas Day (obs.)			Feb 21, 2022	Presidents' Day
Oct 11, 2021	Columbus Day	Dec 25, 2021	Christmas Day			May 30, 2022	Memorial Day