



THE COTTONWOOD SCHOOL

Regular Scheduled Board Meeting
The Cottonwood School
May 19, 2020 – 6:00 pm
3840 Rosin Court #200
Sacramento, CA 95834

Through Teleconference
Join Zoom Meeting
<https://zoom.us/j/94426451140>

Meeting ID: 944 2645 1140

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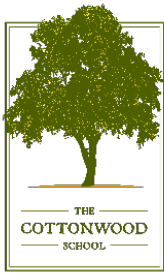
AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Executive Director's Report
 - a. Student Achievement
 - b. School Closure Updates (Covid-19)
 - c. 2020-2021 Enrollment Updates
5. Discussion and Potential Action on the April Board Meeting Minutes
6. Discussion and Potential Action on the April Financials
7. Discussion and Potential Action on the Site-Based Program Budget
8. Discussion and Potential Action on the Site-Based School Calendar and Required Student Minutes
9. Discussion and Potential Action on the Site Based Teacher Contract.
10. Discussion and Potential Action on the COVID-19 Plan (Executive Order: N-56-20 Operations Written Report)
11. Discussion and Potential Action on the Charter Impact Proposal

12. Discussion and Potential Action on the Invoices over \$100,000
13. Discussion and Potential Action on the Confirmation of Retention of Counsel – Engagement Letter
14. Discussion and Potential Action on the Salary Schedules
15. Discussion and Potential Action on the Suicide Prevention Policy
16. Discussion and Potential Action on the Suspension and Expulsion Policy
17. Discussion and Potential Action on the Field Trip Policy
18. Discussion and Potential Action on the Independent Study Open Enrollment Window and Growth Projections
19. Discussion and Potential Action on the Vendor Agreements
20. Discussion and Potential Action on the Nomination and Appointment of Board Members
21. Announcement of Next Regular Scheduled Board Meeting
22. Adjournment

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

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



THE COTTONWOOD SCHOOL

Special Board Meeting - The Cottonwood School
April 1, 2020 – 4:30 pm
3840 Rosin Court #200, Sacramento, CA 95834

Attendance: Teresa Lyday Selby, Julisa Platte, Dr. Norman Lorenz, Amanda Meagher - Teleconference
Absent: Josh Mottashed
Also Present: Julie Haycock, Jodiann Beeson, Bryanna Brossman, Kathy Fagundo

Call to Order:

Julisa Platte called the meeting to order at 4:40 pm.

Approval of the Agenda:

Dr. Norman Lorenz motioned to approve the agenda. Amanda Meagher seconded.
-Unanimous.

Public Comments:

None.

Closed Session – Public Employee Discipline/Dismissal/Release:

Julisa Platte motioned to enter into Closed Session at 4:41 pm. Amanda Meagher seconded.
-Unanimous.

Julisa Platte motioned to exit Closed Session at 5:40 pm. Amanda Meagher seconded.
-Unanimous.

In closed session the board voted to allow Human Resources to handle the employee investigation.

Discussion and Potential Action on the Lottery Policy:

Julisa Platte motioned to approve the Lottery Policy with amendments. Amanda Meagher seconded.
-Unanimous.

Discussion and Potential Action on Removing Josh Mottashed from the Office of President:

Amanda Meagher motioned to approve Removing Josh Mottashed from the Office of President as well as removing Josh Mottashed as a Board Member. Teresa Lyday Selby seconded.

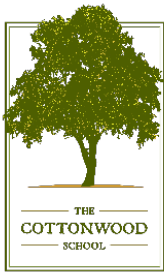
Adjournment:

Julisa Platte motioned to adjourn the meeting at 6:02 pm. Amanda Meagher seconded.
-Unanimous.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



THE COTTONWOOD SCHOOL

Regular Scheduled Board Meeting - The Cottonwood School
April 21, 2020 – 6:30 pm
3840 Rosin Court #200, Sacramento, CA 95834

Attendance: Julisa Platte, Dr. Norman Lorenz, Amanda Meagher, Teresa Lyday-Selby - Teleconference
Absent: None
Also Present: Julie Haycock, Jodiann Beeson, Christian Eidem, Rosie Clark, Janelle Sherman - Teleconference

Call to Order:

Julisa Platte called the meeting to order at 6:36 pm.

Approval of Agenda:

Julisa Platte motioned to amend the Agenda to include an additional item to appoint Dr. Norman Lorenz as Board President. Teresa Lyday-Selby seconded.
-Unanimous

Julisa Platte motioned to approve the Agenda as amended. Amanda Meagher seconded.
-Unanimous

Discussion and Potential Action on the Appointment of Dr. Norman Lorenz as Board President:

Julisa Platte motioned to approve the Appointment of Dr. Norman Lorenz as Board President. Teresa Lyday-Selby seconded.
-Unanimous

Public Comment:

Christian Eidem expressed appreciation for support of the board for continuing to grow the on-site program and increase enrollment.

Closed Session:

Amanda Meagher motioned to go into closed session at 6:40 pm. Julisa Platte seconded.
-Unanimous

Action: Board agreed to follow HR recommendations

Julisa Platte motioned to leave Closed Session at 8:41 pm. Amanda Meagher seconded.
-Unanimous

Principal's Report:

Julie Haycock:

- Continuing with modified learning
- SpEd increasing their work within new model
- Home study is not increasing enrollment
- 1165 students in TCS after transfers

Jodiann Beeson:

- Continuing with distance learning
- Enrollment in onsite program: 27

Discussion and Potential Action on the March Board Meeting Minutes and April Special Board Meeting Minutes:

Julisa Platte motioned to approve the March Board Meeting Minutes and April Special Board Meeting Minutes. Dr. Lorenz seconded.

-Unanimous

Discussion and Potential Action on the March Financials:

Board agreed to table discussion until May board meeting.

Discussion and Potential Action on the ICS Invoices:

Amanda Meagher motioned to approve the ICS Invoices. Julisa Platte seconded.

-Unanimous

Discussion and Potential Action on the 2020-2021 Benefits Renewal:

Dr. Lorenz motioned to approve the 2020-2021 Benefits Renewal. Julisa Platte seconded.

-Unanimous

Discussion and Potential Action on the Principal Title Change and Job Description:

The board proposed the following changes to the Principal Title Change and Job Description:

- Greater than 1-year experience in leadership role
- Define education requirements
- Require MA if only 1 year of experience

The board would like to revisit this item again in May and come with more changes. They would like Julie Haycock to give input to the process as well.

Julisa Platte motioned to approve. Dr. Lorenz seconded.

-Unanimous

Discussion and Potential Action on the Board Resolution Regarding Executive Director Authority 2020 – 4:

Amend resolution to read the following highlighted portions:

WHEREAS, the governing board of The Cottonwood School has determined that it is in the best interests of The Cottonwood School for the Executive Director to have the authority to act without board approval when hiring, firing, and

evaluating staff employed by The Cottonwood School, with the exception of the role of principal;

(second paragraph stays the same)

NOW, THEREFORE, BE IT RESOLVED THAT:

The governing board of The Cottonwood School hereby grants authority to the position of Executive Director the authority to hire, fire, and evaluate staff hired by The Cottonwood School, with the exception of the role of principal, without seeking the advanced approval for those decisions, except that all hiring decisions must be in line with the current board approved budget.

(fourth paragraph stays the same)

Dr. Lorenz will work with Jodiann Beeson to create a principal job description parallel to the above one.

Julisa Platte motioned to approve with amendments indicated above. Dr. Lorenz seconded.

-Unanimous

Discussion and Potential Action on the Executive Director Evaluation Timeline and Document:

Board agreed to table discussion until May meeting.

Discussion and Potential Action on the Homeschool Teacher Contract:

Dr. Lorenz motioned to approve the Homeschool Teacher Contract. Julisa Platte seconded.

-Unanimous

Discussion and Potential Action on the Site-Based Teacher Contract:

Board agreed to table discussion until May meeting.

Discussion and Potential Action on the Salary Schedule:

Julisa Platte motioned to approve the Salary Schedule as amended by provisional changes to C Salary Schedule. Amanda Meagher seconded.

-Unanimous

Discussion and Potential Action on the Withdrawal Policy:

Julisa Platte motioned to approve the Withdrawal Policy. Dr. Lorenz seconded.

-Unanimous

Discussion and Potential Action on the Teacher Certification Policy:

Julisa Platte motioned to approve the Teacher Certification Policy. Amanda Meagher seconded.

-Unanimous

Discussion and potential Action on the Board Resolution – High School Graduation Requirements: 2020-5:

Dr. Lorenz motioned to approve the Board Resolution – High School Graduation Requirements: 2020-5. Julisa Platte seconded.

-Unanimous

Discussion and Potential Action on Board Meeting Stipend:

No vote, the Board Meeting Stipend stays as is.

Discussion and Potential Action on the SELPA Representative 2020-6:

Amanda Meagher motioned to approve Dr. Amanda Johnson as official representative to SELPA. Teresa Lyday-Selby seconded.

-Julisa Platte - abstained; Dr. Lorenz - aye; Amanda Meagher - aye; Teresa Lyday-Selby - aye

-Approved

Discussion and Potential Action on the LCAP Goals:

Board agreed to table this discussion until May meeting.

Discussion and Potential Action on Funds to Jodiann Beeson for Marketing of Site-based Program:

Amanda Meagher motioned to approve. Dr. Lorenz seconded.

-Unanimous

Next Regularly Scheduled Board Meeting:

5/19/20 at 6:30 pm.

Adjournment:

Julisa Platte motioned to adjourn the meeting at 9:57 pm. Amanda Meagher seconded.

-Unanimous

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



The Cottonwood School

Monthly Financial Presentation – April 2020

COTTONWOOD - Highlights

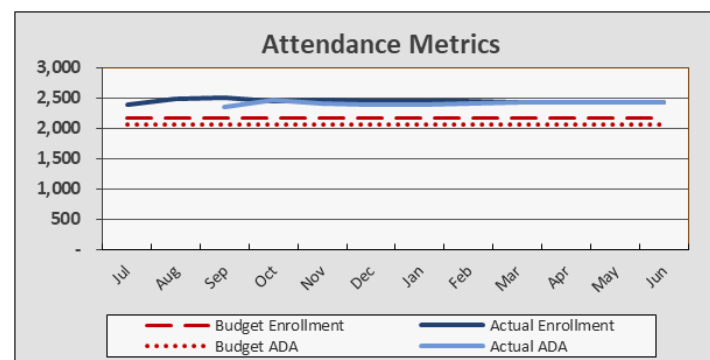
- No change in revenue projections.
- Expense projections increased by \$221k.
- Annual surplus forecasted at \$1.5m. (Prior month \$1.7m)
- Expenses and PTR in compliance with SB740 requirements.

Cert.	Instr.
43.7%	83.0%
888,621	705,066

Pupil:Teacher Ratio
22.46 :1

COTTONWOOD – Enrollment

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	2,456	2450	2173
ADA	2,398	2426	2064
Attendance Rate	97.6%	99.0%	95.0%
Unduplicated %	39.4%	39.4%	50.0%
Revenue per ADA		\$9,802	\$10,482
Expenses per ADA		\$9,182	\$9,980



- No Change in ADA projections- P2 cutoff

COTTONWOOD - Revenue

- Annual (+) variance due to higher than budgeted ADA.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 16,136,957	\$ 16,025,328	\$ 111,629	\$ 22,018,641	\$ 21,100,023	\$ 918,617
Federal Revenue	-	-	-	-	-	-
Other State Revenue	252,320	889,256	(636,936)	1,757,954	1,489,945	268,009
Other Local Revenue	-	-	-	-	-	-
Total Revenue	\$ 16,389,277	\$ 16,914,584	\$ (525,307)	\$ 23,776,594	\$ 22,589,968	\$ 1,186,626

COTTONWOOD - Expenses

- Expense projections increased by \$221k due to:
 - 4/31 payroll forecast

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 6,370,882	\$ 6,201,667	\$ (169,216)	\$ 7,722,698	\$ 7,442,000	\$ (280,698)
Classified Salaries	412,092	-	(412,092)	500,726	-	(500,726)
Benefits	1,571,696	1,696,231	124,535	2,010,133	2,031,361	21,228
Books and Supplies	1,750,969	3,247,234	1,496,265	3,199,642	4,127,659	928,017
Subagreement Services	5,499,704	3,495,382	(2,004,322)	6,286,962	4,694,461	(1,592,500)
Operations	58,802	213,316	154,514	73,417	255,979	182,562
Facilities	185,970	584,406	398,436	204,034	701,287	497,254
Professional Services	897,686	1,484,278	586,591	1,693,282	1,973,551	280,269
Depreciation	11,345	-	(11,345)	13,866	-	(13,866)
Interest	476,205	126,000	(350,205)	568,267	280,000	(288,267)
Total Expenses	\$ 17,235,351	\$ 17,048,513	\$ (186,838)	\$ 22,273,025	\$ 21,506,299	\$ (766,727)

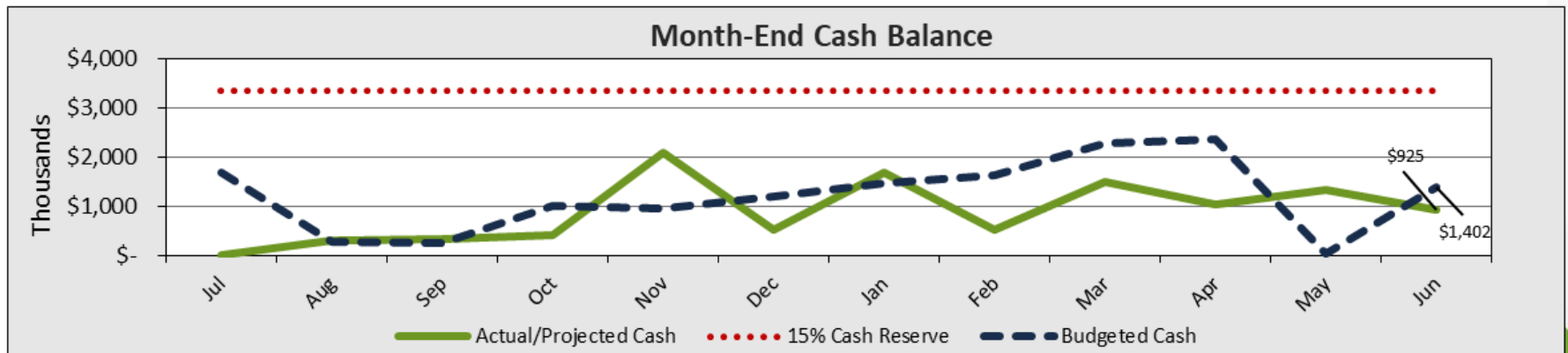
COTTONWOOD - Fund Balance

- Annual surplus projected at \$1.5mm.
- Reserve for economic uncertainty exceeds target.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (846,074)	\$ (133,929)	\$ (712,145)	\$ 1,503,569	\$ 1,083,669	\$ 419,900
Beginning Fund Balance	-	-		-	-	
Ending Fund Balance	<u>\$ (846,074)</u>	<u>\$ (133,929)</u>		<u>\$ 1,503,569</u>	<u>\$ 1,083,669</u>	
<i>As a % of Annual Expenses</i>	-3.8%	-0.6%		6.8%	5.0%	

COTTONWOOD- Cash Balance

- Cash balance projected to remain positive through factoring.



COTTONWOOD - Compliance Reporting



Due Date	Description	Completed By
May 15th extended to July 15th	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing. During 2020 - due date has been automatically extended to July 15, 2020.	Client/Audit firm
Jun-01	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client
Jun-15	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact
Jun-25	Certification of the 2019-20 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Inspire Charter Services
Jun-30	Local Control and Accountability Plan and COVID-19 Operations Written Report 2020–21 LCAP Changes in Response to COVID-19 - Executive Order N-56-20 extended the deadline for adoption of the 2020–21 LCAP from July 1, 2020, to December 15, 2020. Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students. The California Department of Education (CDE) is currently developing a COVID-19 Written Report form that may be used for this	Client with Charter Impact support



COTTONWOOD - Compliance Reporting cont.

Due Date	Description	Completed By
Jun-30	<p>Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.</p> <p>The budget must be presented at the same public meeting as the COVID-19 Operations Report, following the budget hearing. COVID-19 Operations Report and budget adoption must be at least 1 day after the public hearing.</p>	Charter Impact
Jun-30	<p>Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours</p>	Client with Charter Impact support
Jun-30	<p>Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.</p>	Client
Jun-30	<p>Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.</p>	Client

COTTONWOOD - Appendix

- Monthly Cash Flow / Forecast 19-20
- Due (To)/From All Inspire Charter School Locations
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging

The Cottonwood School
Monthly Cash Flow/Forecast FY19-20
 Revised 5/14/20



ADA = 2425.60

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																2064.35
8011 LCFF State Aid	-	-	-	1,962,774	-	-	6,051,650	-	5,032,439	-	447,571	1,826,670	1,882,478	17,203,582	15,790,515	1,413,067
8012 Education Protection Account	-	-	-	42,750	-	-	191,657	-	-	-	127,751	-	122,962	485,120	412,870	72,250
8096 In Lieu of Property Taxes	-	117,970	-	393,233	157,293	157,293	157,293	157,293	1,058,374	529,187	529,187	157,293	915,523	4,329,939	4,896,638	(566,700)
	-	117,970	-	2,398,757	157,293	157,293	6,400,600	157,293	6,090,813	656,938	976,758	1,983,963	2,920,963	22,018,641	21,100,023	918,617
Other State Revenue																
8311 State Special Education	-	-	-	-	-	-	-	-	-	252,320	251,171	251,171	501,193	1,255,854	1,068,817	187,037
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	502,099	502,099	421,127	80,972
	-	-	-	-	-	-	-	-	-	252,320	251,171	251,171	1,003,292	1,757,954	1,489,945	268,009
Total Revenue	-	117,970	-	2,398,757	157,293	157,293	6,400,600	157,293	6,090,813	909,258	1,227,929	2,235,134	3,924,255	23,776,594	22,589,968	1,186,626
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	223,076	273,089	326,675	344,834	1,374,030	375,771	521,637	510,229	530,563	531,352	530,413	530,413	-	6,072,083	5,880,000	(192,083)
1175 Teachers' Extra Duty/Stipends	7,125	22,356	52,175	53,446	137,133	63,156	71,016	65,813	136,108	64,738	79,562	79,562	-	832,191	882,000	49,809
1200 Pupil Support Salaries	3,822	7,921	7,207	12,061	12,311	80,186	20,485	17,906	19,058	18,034	18,162	18,162	-	235,314	-	(235,314)
1300 Administrators' Salaries	30,750	39,079	48,042	46,184	118,002	14,432	47,719	47,719	47,871	47,771	47,771	47,771	-	583,110	680,000	96,890
	264,774	342,445	434,099	456,525	1,641,476	533,545	660,858	641,666	733,600	661,895	675,908	675,908	-	7,722,698	7,442,000	(280,698)
Classified Salaries																
2100 Instructional Salaries	-	2,084	3,978	4,357	4,188	175,406	34,406	29,428	33,462	33,083	32,919	32,919	-	386,230	-	(386,230)
2200 Support Salaries	-	-	-	-	15,233	594	3,538	3,077	3,384	3,384	3,384	3,384	-	35,979	-	(35,979)
2400 Clerical and Office Staff Salaries	-	589	4,110	4,423	4,038	4,231	4,423	3,846	4,231	4,231	4,231	4,231	-	42,583	-	(42,583)
2900 Other Classified Salaries	-	-	2,248	3,693	3,622	3,783	3,943	3,462	3,783	3,783	3,783	3,783	-	35,882	-	(35,882)
	-	2,673	10,336	12,473	27,082	184,013	46,311	39,864	44,860	44,481	44,317	44,317	-	500,726	-	(500,726)
Benefits																
3101 STRS	44,740	57,854	72,864	76,624	296,894	63,815	112,299	107,295	107,707	110,100	121,390	121,390	-	1,292,972	1,242,814	(50,158)
3301 OASDI	-	141	777	934	2,738	10,550	2,891	2,367	2,420	2,653	2,918	2,918	-	31,309	-	(31,309)
3311 Medicare	3,739	4,892	6,256	6,612	25,120	8,403	9,937	9,565	11,062	9,909	10,976	10,976	-	117,447	107,909	(9,538)
3401 Health and Welfare	(7,111)	44,944	32,052	36,372	(6,544)	26,625	23,373	27,900	62,283	65,946	53,750	53,750	-	413,339	525,000	111,661
3501 State Unemployment	8,474	5,330	4,088	3,239	9,525	(3,053)	21,673	7,243	(607)	1,438	19,587	19,587	-	96,524	51,450	(45,074)
3601 Workers' Compensation	-	6,001	3,001	3,001	3,001	1,296	6,246	3,165	3,208	8,428	10,597	10,597	-	58,541	104,188	45,647
	49,842	119,162	119,039	126,782	330,733	107,636	176,419	157,537	186,073	198,475	219,218	219,218	-	2,010,133	2,031,361	21,228
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	309,653	309,653
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	516,088	516,088
4302 School Supplies	66,070	130,032	174,978	200,490	162,923	147,734	127,160	111,212	122,467	151,434	326,494	326,494	-	2,047,489	1,292,646	(754,842)
4305 Software	3,183	3,989	10,867	7,882	8,274	9,421	70	9,401	16,818	144,077	9,096	9,096	-	232,173	774,131	541,958
4310 Office Expense	799	1,570	7,569	7,894	3,519	2,349	1,186	3,782	1,912	2,680	4,167	4,167	-	41,593	50,000	8,407
4311 Business Meals	-	-	134	-	174	-	7	87	43	31	207	207	-	892	2,000	1,108
4400 Noncapitalized Equipment	-	-	-	-	31,575	5	-	1,461	5	75,704	384,373	384,373	-	877,495	1,183,141	305,646
	70,052	135,590	193,548	216,266	206,466	159,509	128,423	125,943	141,245	373,926	724,336	724,336	-	3,199,642	4,127,659	928,017
Subagreement Services																
5102 Special Education	240	4,067	31,309	16,386	106,896	38,970	92,264	47,558	134,576	72,883	60,640	60,640	-	666,428	619,305	(47,123)
5106 Other Educational Consultants	18,210	55,503	136,739	363,965	298,385	479,338	377,425	331,167	385,186	299,822	171,213	171,213	-	3,088,164	1,477,310	(1,610,854)
5107 Instructional Services	-	13,567	723,842	245,803	245,803	245,802	245,802	171,501	156,466	160,006	161,776	161,776	-	2,532,144	2,597,846	65,703
	18,450	73,137	891,891	626,153	651,084	764,109	715,491	550,226	676,228	532,936	393,629	393,629	-	6,286,962	4,694,461	(1,592,500)
Operations and Housekeeping																
5201 Auto and Travel	1,272	685	546	609	2,281	397	107	507	483	472	1,011	1,011	-	9,381	51,609	42,228
5300 Dues & Memberships	750	-	-	-	-	-	-	-	-	-	-	-	-	750	10,322	9,572
5400 Insurance	-	2,592	1,296	1,296	1,296	3,001	1,296	2,164	869	22,445	4,043	4,043	-	44,342	105,282	60,940
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,322	10,322
5502 Janitorial Services	-	-	-	3,000	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	17,800	4,129	(13,671)
5900 Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41,287	41,287
5901 Postage and Shipping	-	-	-	-	107	-	64	165	-	-	404	404	-	1,145	33,030	31,885
	2,022	3,277	1,843	4,905	5,534	5,247	3,318	4,686	3,202	24,767	7,308	7,308	-	73,417	255,979	182,562

The Cottonwood School
Monthly Cash Flow/Forecast FY19-20
 Revised 5/14/20
 ADA = 2425.60



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	23,333	23,333	23,333	23,333	23,333	23,335	6,000	-	12,000	6,000	6,000	6,000	-	176,000	660,000	484,000
5610 Repairs and Maintenance	-	3,175	2,771	4,010	250	250	250	250	250	3,032	3,032	3,032	-	17,520	41,287	23,767
	23,333	26,508	26,104	27,343	26,365	29,260	6,406	700	12,939	7,012	9,032	9,032	-	204,034	701,287	497,254
Professional/Consulting Services																
5801 IT	-	-	-	663	-	-	-	-	-	-	-	-	-	663	41,287	40,625
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
5803 Legal	7,642	915	-	-	1,234	889	44	872	323	2,077	2,917	2,917	-	19,829	35,000	15,171
5804 Professional Development	-	-	360	-	-	294	-	-	-	133	1,071	1,071	-	2,929	48,000	45,071
5805 General Consulting	45,748	-	-	7,450	15,974	17,732	-	20,431	2,452	5,515	202	202	-	115,706	20,644	(95,063)
5806 Special Activities/Field Trips	19,567	13,130	35,898	7,614	2,839	3,697	1,870	3,124	2,190	504	13,284	13,284	-	116,999	369,328	252,328
5807 Bank Charges	-	-	375	1,109	405	-	-	107	83	18	606	606	-	3,309	6,193	2,884
5808 Printing	-	-	-	-	77	-	-	127	-	28	202	202	-	637	8,257	7,621
5809 Other taxes and fees	-	-	160	-	445	20	-	-	-	-	-	-	-	625	6,193	5,568
5811 Management Fee	-	4,129	220,300	74,810	74,810	74,810	74,810	52,196	47,620	48,697	49,236	49,236	-	770,652	790,649	19,996
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	29,303	59,519	571,738	660,559	633,001	(27,559)
5815 Public Relations/Recruitment	-	999	-	375	-	-	-	-	-	-	-	-	-	1,374	-	(1,374)
	72,957	19,173	257,092	92,019	95,784	97,441	76,724	76,856	52,668	56,971	96,821	127,037	571,738	1,693,282	1,973,551	280,269
Depreciation																
6900 Depreciation Expense	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866	-	(13,866)
	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866	-	(13,866)
Interest																
7438 Interest Expense	-	-	26,862	-	177,991	106,717	57,640	-	49,062	57,933	47,438	44,624	-	568,267	280,000	(288,267)
	-	-	26,862	-	177,991	106,717	57,640	-	49,062	57,933	47,438	44,624	-	568,267	280,000	(288,267)
Total Expenses	501,429	723,225	1,962,074	1,563,727	3,163,775	1,988,740	1,872,850	1,598,739	1,901,137	1,959,657	2,219,268	2,246,669	571,738	22,273,025	21,506,299	(766,727)
Monthly Surplus (Deficit)	(501,429)	(605,255)	(1,962,074)	835,030	(3,006,482)	(1,831,447)	4,527,751	(1,441,446)	4,189,676	(1,050,399)	(991,339)	(11,535)	3,352,517	1,503,569	1,083,669	419,900
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(501,429)	(605,255)	(1,962,074)	835,030	(3,006,482)	(1,831,447)	4,527,751	(1,441,446)	4,189,676	(1,050,399)	(991,339)	(11,535)	3,352,517	1,503,569	1,083,669	419,900
Cash flows from operating activities																
Depreciation/Amortization	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	13,866	-	(13,866)
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(3,924,255)	(3,924,255)	-	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	(2,345,600)	-	-	-	-	(2,345,600)	-	-
Due To/From Related Parties	673,793	774,486	198,962	821,328	(720,988)	(1,778,140)	(161,512)	7,518	(271,145)	(436,373)	(400,000)	(400,000)	-	(1,692,071)	-	-
Prepaid Expenses	(46,667)	(13,261)	9,333	(14,743)	33,409	(297,277)	320,612	(96,193)	(88,234)	109,390	-	-	-	(83,630)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	(113,056)	-	-	-	(113,056)	-	-
Accounts Payable	-	63,767	53,027	(20,544)	104,991	(100,969)	71,281	(25,266)	90,313	161,316	-	-	571,738	969,653	-	-
Accrued Expenses	181,828	89,054	66,628	111,450	124,132	79,871	250,801	397,030	(613,470)	(615,812)	-	-	-	71,513	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	(302,525)	-	-	-	-	-	-	-	-	-	-	-	-	(302,525)	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	1,668,300	-	5,143,800	2,345,600	1,301,800	-	-	1,600,100	1,694,230	1,593,698	-	15,347,529	-	-
Payments on Factoring	-	-	-	(1,668,300)	-	-	(5,143,800)	-	-	(108,200)	-	(1,600,100)	-	(8,520,400)	-	-
Total Change in Cash	5,000	310,052	35,436	65,482	1,680,123	(1,581,102)	1,168,194	(1,157,095)	962,801	(451,774)	304,152	(416,676)				
Cash, Beginning of Month	-	5,000	315,052	350,488	415,970	2,096,092	514,991	1,683,184	526,089	1,488,891	1,037,117	1,341,269				
Cash, End of Month	5,000	315,052	350,488	415,970	2,096,092	514,991	1,683,184	526,089	1,488,891	1,037,117	1,341,269	924,593				

Cert.	Instr.
43.7%	83.0%
888,621	705,066

Pupil:Teacher Ratio
22.46 :1

Inspire Charter School - The Cottonwood School

Summary of 9170-9183 Due To/From All Inspire Locations

As Of 4/30/2020

()= Credit

Statement of purpose for the account:

To record entries due to and due from **The Cottonwood School**

Description of debit/credit activity that normally processes through the account:

Debit balances are an asset while a credit balances are an obligation; ending balance should reconcile to the corresponding entity

<u>Account</u>	<u>Account Description</u>	<u>Account Balance</u>
9173	Due to/from Inspire North	(407,520.49)
9174	Due to/from Inspire Kern	499,911.76
9176	Due to/from Inspire Central	(5,145.74)
9177	Due to/from Inspire Clarksville	399,157.26
9180	Due to/from Inspire District Office	405,981.62
9183	Due to/from Inspire Heartland	(313.87)
		<hr/>
		\$ 892,070.54

Cottonwood Charter

Budget vs Actual

For the period ended April 30, 2020

	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 State Aid	\$ -	\$ 1,428,650	\$ (1,428,650)	\$ 13,046,863	\$ 11,504,567	\$ 1,542,296	\$ 15,790,515
Education Protection Account	127,751	-	127,751	362,158	309,653	52,506	412,870
In Lieu of Property Taxes	529,187	342,765	186,422	2,727,936	4,211,109	(1,483,173)	4,896,638
Total State Aid - Revenue Limit	656,938	1,771,414	(1,114,476)	16,136,957	16,025,328	111,629	21,100,023
Other State Revenue							
State Special Education	252,320	89,781	162,539	252,320	889,256	(636,936)	1,068,817
State Lottery	-	-	-	-	-	-	421,127
Total Other State Revenue	252,320	89,781	162,539	252,320	889,256	(636,936)	1,489,945
Total Revenues	\$ 909,258	\$ 1,861,195	\$ (951,937)	\$ 16,389,277	\$ 16,914,584	\$ (525,307)	\$ 22,589,968
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 531,352	\$ 490,000	\$ (41,352)	\$ 5,011,257	\$ 4,900,000	\$ (111,257)	\$ 5,880,000
Teachers' Extra Duty/Stipends	64,738	73,500	8,762	673,067	735,000	61,933	882,000
Pupil Support Salaries	18,034	-	(18,034)	198,990	-	(198,990)	-
Administrators' Salaries	47,771	56,667	8,896	487,568	566,667	79,098	680,000
Total Certificated Salaries	661,895	620,167	(41,728)	6,370,882	6,201,667	(169,216)	7,442,000
Classified Salaries							
Instructional Salaries	33,083	-	(33,083)	320,392	-	(320,392)	-
Support Salaries	3,384	-	(3,384)	29,210	-	(29,210)	-
Supervisors' and Administrators' Salaries	-	-	-	52	-	(52)	-
Clerical and Office Staff Salaries	4,231	-	(4,231)	34,122	-	(34,122)	-
Other Classified Salaries	3,783	-	(3,783)	28,316	-	(28,316)	-
Total Classified Salaries	44,481	-	(44,481)	412,092	-	(412,092)	-
Benefits							
State Teachers' Retirement System, certificated posit	110,100	103,568	(6,532)	1,050,191	1,035,678	(14,513)	1,242,814
OASDI/Medicare/Alternative, certificated positions	2,653	-	(2,653)	25,473	-	(25,473)	-
Medicare/Alternative, certificated positions	9,909	8,992	(917)	95,496	89,924	(5,572)	107,909
Health and Welfare Benefits, certificated positions	65,946	43,750	(22,196)	305,839	437,500	131,661	525,000
State Unemployment Insurance, certificated position	1,438	2,573	1,134	57,350	46,305	(11,045)	51,450
Workers' Compensation Insurance, certificated positi	8,428	8,682	254	37,347	86,823	49,476	104,188
Other Benefits, certificated positions	0	-	(0)	0	-	(0)	-
Total Benefits	198,475	167,565	(30,910)	1,571,696	1,696,231	124,535	2,031,361
Books & Supplies							
Textbooks and Core Materials	-	-	-	-	309,653	309,653	309,653
Books and Reference Materials	-	-	-	-	516,088	516,088	516,088
School Supplies	151,434	129,265	(22,170)	1,394,501	904,852	(489,649)	1,292,646
Software	144,077	64,511	(79,566)	213,981	645,109	431,128	774,131
Office Expense	2,680	4,167	1,487	33,260	41,667	8,407	50,000
Business Meals	31	167	135	477	1,667	1,190	2,000
Noncapitalized Equipment	75,704	118,314	42,610	108,750	828,199	719,449	1,183,141
Total Books & Supplies	373,926	316,423	(57,503)	1,750,969	3,247,234	1,496,265	4,127,659
Subagreement Services							
Special Education	72,883	51,609	(21,275)	545,148	516,088	(29,061)	619,305
Security	225	-	(225)	225	-	(225)	-
Other Educational Consultants	299,822	147,731	(152,091)	2,745,739	1,034,117	(1,711,622)	1,477,310
Instructional Services	160,006	214,037	54,031	2,208,592	1,945,177	(263,415)	2,597,846
Total Subagreement Services	532,936	413,377	(119,559)	5,499,704	3,495,382	(2,004,322)	4,694,461
Operations & Housekeeping							
Auto and Travel	472	4,301	3,829	7,359	43,007	35,648	51,609
Dues & Memberships	-	860	860	750	8,602	7,852	10,322
Insurance	22,445	8,773	(13,672)	36,256	87,735	51,479	105,282
Utilities	-	860	860	-	8,602	8,602	10,322
Janitorial Services	1,850	344	(1,506)	14,100	3,441	(10,659)	4,129
Communications	-	3,441	3,441	-	34,406	34,406	41,287
Postage and Shipping	-	2,752	2,752	336	27,525	27,189	33,030
Total Operations & Housekeeping	24,767	21,332	(3,435)	58,802	213,316	154,514	255,980
Facilities, Repairs & Other Leases							
Rent	6,000	55,000	49,000	164,000	550,000	386,000	660,000
Equipment Leases	-	-	-	672	-	(672)	-

Cottonwood Charter

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Other Leases	762	-	(762)	9,841	-	(9,841)	-
Repairs and Maintenance	250	3,441	3,191	11,456	34,406	22,950	41,287
Total Facilities, Repairs & Other Leases	7,012	58,441	51,429	185,970	584,406	398,436	701,287
Professional/Consulting Services							
IT	-	3,441	3,441	663	34,406	33,743	41,287
Audit & Taxes	-	-	-	-	15,000	15,000	15,000
Legal	2,077	2,917	839	13,995	29,167	15,171	35,000
Professional Development	133	4,000	3,867	787	40,000	39,213	48,000
General Consulting	5,515	1,720	(3,795)	115,302	17,203	(98,099)	20,643
Special Activities/Field Trips	504	36,933	36,429	90,431	258,529	168,098	369,328
Bank Charges	18	516	499	2,097	5,161	3,064	6,193
Printing	28	688	660	232	6,881	6,649	8,257
Other Taxes and Fees	-	516	516	625	5,161	4,536	6,193
Management Fee	48,697	65,142	16,445	672,181	592,010	(80,170)	790,649
District Oversight Fee	-	53,142	53,142	-	480,760	480,760	633,001
Public Relations/Recruitment	-	-	-	1,374	-	(1,374)	-
Total Professional/Consulting Services	56,971	169,015	112,043	897,686	1,484,278	586,592	1,973,551
Depreciation							
Depreciation Expense	1,261	-	(1,261)	11,345	-	(11,345)	-
Total Depreciation	1,261	-	(1,261)	11,345	-	(11,345)	-
Interest							
Interest Expense	57,933	-	(57,933)	476,205	126,000	(350,205)	280,000
Total Interest	57,933	-	(57,933)	476,205	126,000	(350,205)	280,000
Total Expenses	\$ 1,959,657	\$ 1,766,319	\$ (193,338)	\$ 17,235,351	\$ 17,048,513	\$ (186,838)	\$ 21,506,299
Change in Net Assets	(1,050,399)	94,876	(1,145,275)	(846,074)	(133,929)	(712,145)	1,083,669
Net Assets, Beginning of Period	204,325			-			
Net Assets, End of Period	\$ (846,074)			\$ (846,074)			

Cottonwood Charter

Statement of Financial Position

April 30, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,037,117	\$ -	\$ 1,037,117	0%
Factored Receivables	(2,793,700)	-	(2,793,700)	0%
Due To/From Related Parties	892,071	-	892,071	0%
Prepaid Expenses	83,630	-	83,630	0%
Total Current Assets	(780,882)	-	(780,882)	0%
Long-Term Assets				
Property & Equipment, Net	291,180	-	291,180	0%
Deposits	113,056	-	113,056	0%
Total Long Term Assets	404,236	-	404,236	0%
Total Assets	\$ (376,646)	\$ -	\$ (376,646)	0%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 397,915	\$ -	\$ 397,915	0%
Accrued Liabilities	71,513	-	71,513	0%
Total Current Liabilities	469,428	-	469,428	0%
Total Liabilities	469,428	-	469,428	0%
Total Net Assets	(846,074)	-	(846,074)	0%
Total Liabilities and Net Assets	\$ (376,646)	\$ -	\$ (376,646)	0%

Cottonwood Charter

Statement of Cash Flows

For the period ended April 30, 2020

	Month Ended 04/30/20	YTD Ended 04/30/20
Cash Flows from Operating Activities		
Change in Net Assets	\$ (1,050,399)	\$ (846,074)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,261	11,345
Decrease/(Increase) in Operating Assets:		
Grants, Contributions & Pledges Receivable	1,491,900	2,793,700
Due from Related Parties	(436,373)	(892,071)
Prepaid Expenses	109,390	(83,630)
Other Assets	(113,056)	(113,056)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	161,316	397,915
Accrued Expenses	(615,812)	71,513
Total Cash Flows from Operating Activities	(451,774)	1,339,642
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	(302,525)
Total Cash Flows from Investing Activities	-	(302,525)
Change in Cash & Cash Equivalents	(451,774)	1,037,117
Cash & Cash Equivalents, Beginning of Period	1,488,891	-
Cash and Cash Equivalents, End of Period	\$ 1,037,117	\$ 1,037,117

Cottonwood Charter

Check Register

For the period ended April 30, 2020

Check Number	Vendor Name	Check Date	Check Amount
13296	El Dorado County office of Education	4/1/2020	\$ 187,779.34
13297	Alexandr Popov	4/2/2020	2,400.00
13298	Aria's to the Pointe	4/2/2020	2,054.00
13299	Certified Languages International	4/2/2020	66.45
13300	Comprehensive Autism Related Education (CARE) Inc.	4/2/2020	225.00
13301	Corrinne Carrabello	4/2/2020	250.00
13302	Galaxy Dance Arts, LLC	4/2/2020	398.00
13303	Global Teletherapy	4/2/2020	91,300.13
13304	Growing Healthy Children Therapy Services, Inc.	4/2/2020	4,876.50
13305	Haynes Family of Programs	4/2/2020	453.75
13306	Homeschool Spanish Academy	4/2/2020	91.30
13307	Inspire Learning Academy	4/2/2020	1,520.00
13308	It Takes The Village	4/2/2020	450.00
13309	Jennifer McQuarrie	4/2/2020	66.00
13310	Kim Spears	4/2/2020	193.94
13311	KiwiCo, Inc	4/2/2020	527.55
13312	Kovars Martial Arts	4/2/2020	332.00
13313	La Wanda Johnson	4/2/2020	175.95
13314	Lakeshore	4/2/2020	107.64
13315	Lotus Educational Services, Inc.	4/2/2020	1,155.60
13316	Mary Frederick	4/2/2020	2,755.00
13317	McColgan & Assocaites INC	4/2/2020	825.00
13318	MEL Science Ltd	4/2/2020	596.80
13319	Music To Grow On, Music Therapy Services, INC	4/2/2020	220.00
13320	Next Level Dance Center	4/2/2020	621.00
13321	Nicole Zagaroli	4/2/2020	216.67
13322	Ohana Virtual Therapy	4/2/2020	500.00
13323	Olga Shabanov	4/2/2020	420.00
13324	Outschool, Inc.	4/2/2020	309.00
13325	PresenceLearning, Inc.	4/2/2020	608.29
13326	Procopio, Cory, Hargreaves & Savitch LLP	4/2/2020	256.60
13327	Rodina Elite Gymnastics Academy	4/2/2020	430.00
13328	Ryan Hansen	4/2/2020	455.00
13329	Sacramento International Table Tennis Association	4/2/2020	20.00
13330	Sarah McFadyen	4/2/2020	330.00
13331	Staples	4/2/2020	294.52
13332	Steve Wallen Swim School	4/2/2020	890.00
13333	Studies Weekly	4/2/2020	96.66
13334	TalkBox.Mom	4/2/2020	114.97
13335	Teaching Textbooks	4/2/2020	161.51
13336	Tolli's Guitar	4/2/2020	3,080.00
13337	Tricks Gymnastics - Granite Bay	4/2/2020	86.00
13338	Trigger Memory Co.	4/2/2020	37.90
13339	Vadim Geletyuk	4/2/2020	285.00
13340	Anderson's Step It Up	4/7/2020	1,800.00
13341	Kathleen R. Van Der Linden	4/8/2020	275.00
13342	4EEE	4/9/2020	5,020.00
13343	A Brighter Child, Inc	4/9/2020	1,567.76
13344	Activities for Learning Inc.	4/9/2020	53.50
13345	Alicia Swinton Equestrian	4/9/2020	910.00
13346	Alina Ilchuk	4/9/2020	770.00

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Check Register

For the period ended April 30, 2020

Check Number	Vendor Name	Check Date	Check Amount
13347	Alisher Sodikov	4/9/2020	175.00
13348	All About Learning Press, Inc.	4/9/2020	734.95
13349	Alona Kravchuk	4/9/2020	1,500.00
13350	Amy Walters	4/9/2020	865.75
13351	Anne Becker	4/9/2020	450.00
13352	Annie Russell	4/9/2020	960.00
13353	Auburn Gymnastics Center	4/9/2020	1,420.00
13354	Ballet Rejoice School for the Arts	4/9/2020	1,493.00
13355	Beautiful Feet Books, Inc.	4/9/2020	122.70
13356	Becker Academy of Guitar	4/9/2020	450.00
13357	Beverly Zorichak	4/9/2020	140.00
13358	BMI Educational Services, INC	4/9/2020	24.48
13359	Brave Writer LLC	4/9/2020	398.00
13360	Bright Solutions For Dyslexia, LLC	4/9/2020	392.08
13361	Budget Rent A Car Systems, Inc.	4/9/2020	471.92
13362	C and Y Services LLC	4/9/2020	1,378.00
13363	Camino Music Studio	4/9/2020	240.00
13364	Canvas & Keys	4/9/2020	550.00
13365	Carrie Morris	4/9/2020	4,470.00
13366	CB Music	4/9/2020	3,515.00
13367	CBC Equine Therapeutic Riding	4/9/2020	100.00
13368	CBC Therapeutic Horseback Riding Academy LLC	4/9/2020	1,380.00
13369	CharterSafe	4/9/2020	869.00
13370	Christopher A. Ferrell	4/9/2020	480.00
13371	Citrus Heights Community Center	4/9/2020	936.66
13372	Cynthia Vaccaro	4/9/2020	1,020.00
13373	Dana Jarrett	4/9/2020	360.00
13374	Document Tracking Services	4/9/2020	5,514.98
13375	Eaton Interpreting Services, Inc.	4/9/2020	75.00
13376	Echelon Fitness, LLC	4/9/2020	365.15
13377	Educational Development Corporation	4/9/2020	22.08
13378	El Dorado County office of Education	4/9/2020	113,055.98
13379	eLuma LLC	4/9/2020	549.00
13380	Evitta Gantt	4/9/2020	1,200.00
13381	Extreme Gymnastics	4/9/2020	200.00
13382	Folsom Piano Academy	4/9/2020	112.00
13383	Frieda Yang	4/9/2020	300.00
13384	Galaxy Dance Arts, LLC	4/9/2020	64.00
13385	Gillian Simcox	4/9/2020	31.26
13386	Grace Hegy	4/9/2020	100.00
13387	Hawkins School of Performing Arts	4/9/2020	473.00
13388	Home Science Tools	4/9/2020	115.96
13389	Homeschool Buyers Co-op	4/9/2020	234.40
13390	Irina Samarina	4/9/2020	600.00
13391	It Takes The Village	4/9/2020	450.00
13392	JacKris Publishing, LLC	4/9/2020	39.09
13393	Jaime Layton	4/9/2020	1,055.00
13394	Jan Turton's Music	4/9/2020	787.50
13395	Jeanne Chasko	4/9/2020	1,725.00
13396	Jeffrey Livingston	4/9/2020	1,940.00
13397	Jennifer Fletcher	4/9/2020	2,000.00
13398	Jennifer Steward	4/9/2020	3,000.00

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For the period ended April 30, 2020

Check Number	Vendor Name	Check Date	Check Amount
13399	KD Studios	4/9/2020	840.00
13400	KiwiCo, Inc	4/9/2020	549.81
13401	Kovar's Laguna	4/9/2020	1,570.00
13402	Kovar's Satori Academy	4/9/2020	2,792.00
13403	Kovar's, Inc.	4/9/2020	169.00
13404	La Wanda Johnson	4/9/2020	309.70
13405	Lafitte Music Center	4/9/2020	48.75
13406	Lakeshore	4/9/2020	597.80
13407	LEGO Education	4/9/2020	311.25
13408	Little Passports	4/9/2020	724.54
13409	Lola Sadikova	4/9/2020	350.00
13410	Lorie Murphey/Sugar Ditch Stables	4/9/2020	1,080.00
13411	Marci Peterson, MEd., BCET	4/9/2020	135.00
13412	Math-U-See Inc.	4/9/2020	527.00
13413	McGraw-Hill School Education Holdings, LLC	4/9/2020	2,228.40
13414	MEL Science Ltd	4/9/2020	298.40
13415	Mia Towle	4/9/2020	59.23
13416	MoxieBox Art, Inc	4/9/2020	153.03
13417	Music and More Arts Academy	4/9/2020	1,265.00
13418	Nunez Martial Arts Academy	4/9/2020	699.00
13419	Office Depot. Inc.	4/9/2020	4.85
13420	Olga Shabanov	4/9/2020	120.00
13421	Outschool, Inc.	4/9/2020	846.00
13422	Rainbow Resource Center	4/9/2020	1,729.68
13423	Singapore Math Live, LLC	4/9/2020	100.00
13424	Studio 65 Dance Company	4/9/2020	2,520.00
13425	Study.com LLC	4/9/2020	179.97
13426	Supported Life Institute	4/9/2020	2,583.75
13427	Tabasom Naderi	4/9/2020	280.00
13428	Teacher Synergy, LLC	4/9/2020	128.42
13429	Timberdoodle.com	4/9/2020	206.75
13430	Time4Writing.com	4/9/2020	119.00
13431	Christopher L. Wall	4/9/2020	200.00
13432	Kim Mordecai	4/9/2020	1,440.00
13433	Jamar Sullivan	4/10/2020	3,600.00
13434	Rowboat Group, LLC	4/10/2020	12,455.00
13435	Dana Jarrett	4/13/2020	360.00
13436	A Brighter Child, Inc	4/16/2020	525.36
13437	Academics in a Box Inc	4/16/2020	167.70
13438	Alex Robul	4/16/2020	760.00
13439	Alexandra Sokolov	4/16/2020	180.00
13440	All About Learning Press, Inc.	4/16/2020	46.69
13441	Alpha Fired Arts	4/16/2020	124.53
13442	Amador County Recreation Agency	4/16/2020	250.00
13443	Andrea Campbell	4/16/2020	300.00
13444	Beautiful Feet Books, Inc.	4/16/2020	154.00
13445	Becker Academy of Guitar	4/16/2020	150.00
13446	Bitsbox	4/16/2020	257.70
13447	Black Oak Therapy	4/16/2020	225.00
13448	Blue Learning	4/16/2020	400.00
13449	BookShark	4/16/2020	1,231.39
13450	Brave Writer LLC	4/16/2020	478.00

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Check Number	Vendor Name	Check Date	Check Amount
13451	Capitol Ballet Center	4/16/2020	2,398.18
13452	Carin Waite	4/16/2020	400.00
13453	Chehalem Reading Center	4/16/2020	900.00
13454	Dance 10 Dance Center	4/16/2020	180.00
13455	Dareth Luna	4/16/2020	540.00
13456	Dragonfire Farm	4/16/2020	120.00
13457	Eat at Joes Inc dba: Encore! Studio of Performing Arts	4/16/2020	102.00
13458	Eaton Interpreting Services, Inc.	4/16/2020	4,663.50
13459	Elemental Science	4/16/2020	85.75
13460	eLuma LLC	4/16/2020	244.00
13461	EMH Sports USA, Inc.	4/16/2020	1,891.25
13462	Fairytale Town	4/16/2020	1,295.00
13463	Flip 2 It Sports Center	4/16/2020	1,734.86
13464	Guitar Center, Inc.	4/16/2020	119.00
13465	Home Science Tools	4/16/2020	54.75
13466	Institute for Excellence in Writing	4/16/2020	427.25
13467	Irina Samarina	4/16/2020	400.00
13468	Isaac Tennis	4/16/2020	100.00
13469	Jabbergym	4/16/2020	2,790.00
13470	Jamie Watkins	4/16/2020	6.33
13471	Jennifer Androkitis	4/16/2020	90.00
13472	K3 Syncopation, LLC	4/16/2020	1,496.40
13473	Kim Snow's Music Studio	4/16/2020	359.38
13474	Kitty Titterington	4/16/2020	350.00
13475	KiwiCo, Inc	4/16/2020	96.47
13476	Laura Hauge	4/16/2020	540.00
13477	Logic of English	4/16/2020	81.30
13478	Love of Learning	4/16/2020	10,195.00
13479	Marci Peterson, MEd., BCET	4/16/2020	225.00
13480	Mary Seavers	4/16/2020	800.00
13481	Math-U-See Inc.	4/16/2020	129.00
13482	McColgan & Assocaites INC	4/16/2020	3,882.00
13483	Mercurius Inc.	4/16/2020	541.66
13484	Mixed Grappling Arts	4/16/2020	148.50
13485	Mystery Science Inc.	4/16/2020	69.00
13486	Natomas Homeschool Alliance	4/16/2020	1,306.00
13487	Olha Shevchyk	4/16/2020	240.00
13488	One Eleven Studios	4/16/2020	200.00
13489	OVparks	4/16/2020	12.00
13490	Rainbow Resource Center	4/16/2020	460.26
13491	Riverbend Educational Services	4/16/2020	6,720.00
13492	Rocklin Music Academy	4/16/2020	420.00
13493	s.k.namanny	4/16/2020	1,305.00
13494	Sacramento International Table Tennis Association	4/16/2020	20.00
13495	Sarah M. Darnell	4/16/2020	400.00
13496	Sierra Pediatric Therapy Clinic	4/16/2020	250.00
13497	Simply Coding	4/16/2020	120.00
13498	Soil Born Farms	4/16/2020	270.00
13499	Specialized Therapy Services, Inc.	4/16/2020	62.50
13500	Studies Weekly	4/16/2020	64.54
13501	Studio 24	4/16/2020	545.00
13502	Sunshine Swim and Fitness Center	4/16/2020	3,771.00

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Check Number	Vendor Name	Check Date	Check Amount
13503	TalkBox.Mom	4/16/2020	360.25
13504	Teacher Synergy, LLC	4/16/2020	220.86
13505	The Curiosity Collective	4/16/2020	405.00
13506	Therapeutic Language Clinic, Inc.	4/16/2020	1,130.00
13507	Thinkwell Corporation	4/16/2020	337.38
13508	Timberdoodle.com	4/16/2020	1,243.96
13509	Todd Weber Guitar Lessons	4/16/2020	280.00
13510	Williamsburg Learning	4/16/2020	1,575.00
13511	Fusion Elite	4/17/2020	10,618.80
13512	A Brighter Child, Inc	4/23/2020	614.62
13513	Academics in a Box Inc	4/23/2020	86.85
13514	Alina Ilchuk	4/23/2020	735.00
13515	All About Learning Press, Inc.	4/23/2020	645.49
13516	Assiya Kistanova	4/23/2020	1,080.00
13517	Becker Academy of Guitar	4/23/2020	450.00
13518	BookShark	4/23/2020	1,282.73
13519	Club Z! Tutoring	4/23/2020	2,116.00
13520	Developmental Occupational Therapy	4/23/2020	335.00
13521	Esther Judson	4/23/2020	240.00
13522	Explorations in Education	4/23/2020	180.00
13523	Expressions Academy of Dance	4/23/2020	638.00
13524	Gary Gubit	4/23/2020	600.00
13525	Glenda H. Anderson	4/23/2020	2,400.00
13526	Granite Arch Climbing Center	4/23/2020	4,080.00
13527	Griffin Tutoring	4/23/2020	135.00
13528	Hafdis Traustadottir	4/23/2020	175.00
13529	Hillside Training Stables	4/23/2020	1,220.00
13530	History Unboxed LLC	4/23/2020	545.22
13531	Interpreters Unlimited, Inc.	4/23/2020	138.75
13532	It Takes The Village	4/23/2020	450.00
13533	James Daniel MacKinnon	4/23/2020	1,850.00
13534	Judith Garcia	4/23/2020	100.00
13535	Julie Prince	4/23/2020	240.00
13536	Khaled Hussein	4/23/2020	1,680.00
13537	Kitchen Kid, LLC	4/23/2020	193.82
13539	KiwiCo, Inc	4/23/2020	4,228.45
13538	VOID	VOID	VOID
13540	Lakehills Community Covenant Church Inc	4/23/2020	6,000.00
13541	Lakeshore	4/23/2020	1,587.71
13542	Learn Piano Live	4/23/2020	864.00
13543	Learning Without Tears	4/23/2020	32.23
13544	Logic of English	4/23/2020	251.41
13545	Lotus Educational Services, Inc.	4/23/2020	1,343.70
13546	Love of Learning	4/23/2020	10,100.00
13547	Manuel Granados	4/23/2020	250.00
13548	Mary Longacre	4/23/2020	93.00
13549	Mary Preston	4/23/2020	120.00
13550	Math-U-See Inc.	4/23/2020	494.00
13551	McKeever School of Irish Dance	4/23/2020	600.00
13552	Melissa Camacho	4/23/2020	500.00
13553	Mia Niece	4/23/2020	1,300.00
13554	Music To Grow On, Music Therapy Services, INC	4/23/2020	1,110.00

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For the period ended April 30, 2020

Check Number	Vendor Name	Check Date	Check Amount
13555	Musical Mayhem Productions, Inc.	4/23/2020	1,546.00
13556	NewSongs Music	4/23/2020	1,260.00
13557	Nicole Thomas	4/23/2020	128.00
13558	One Eleven Studios	4/23/2020	360.00
13559	Ovations Dance Studio	4/23/2020	75.00
13560	Play-Well TEKnologies	4/23/2020	96.00
13561	Rainbow Resource Center	4/23/2020	1,751.46
13562	River Days	4/23/2020	2,110.00
13563	Rocklin Music Academy	4/23/2020	765.00
13564	Roseville Community School	4/23/2020	1,400.00
13565	Ryan Hansen	4/23/2020	465.00
13566	Sea Otter Swim Lessons	4/23/2020	1,223.60
13567	Studies Weekly	4/23/2020	64.54
13568	Studio 65 Dance Company	4/23/2020	150.00
13569	Tabasom Naderi	4/23/2020	120.00
13570	Tatsiana Anderson	4/23/2020	2,700.00
13571	Teacher Synergy, LLC	4/23/2020	70.28
13572	Teaching Textbooks	4/23/2020	200.18
13573	Time4Learning	4/23/2020	79.80
13574	Total Education Solutions	4/23/2020	4,142.50
13575	Upstage Productions, Inc.	4/23/2020	255.00
13576	Viktoria Dzhumara	4/23/2020	675.00
13577	Young Talents Music School	4/23/2020	2,550.00
13578	Yuko Ray	4/23/2020	270.00
13579	Activities for Learning Inc.	4/30/2020	66.28
13580	Albedo Arts Community Inc	4/30/2020	250.00
13581	Arabic Homeschool	4/30/2020	118.00
13582	Ashley Arroyo	4/30/2020	210.00
13583	Bach To Rock - Folsom	4/30/2020	190.00
13584	Blue Learning	4/30/2020	100.00
13585	Bob Sweat M.Ed.MAT, Tutoring	4/30/2020	50.00
13586	CCHAT Center	4/30/2020	1,280.00
13587	Charlotte Turner	4/30/2020	200.00
13588	Chestnut Nature Kids	4/30/2020	180.00
13589	Drew's Art Box LLC	4/30/2020	35.00
13590	E-Therapy LLC	4/30/2020	218.50
13591	Educational Development Corporation	4/30/2020	93.23
13592	Educational Professionals of Central California LLC	4/30/2020	3,000.00
13593	Elemental Science	4/30/2020	86.88
13594	Expressions Academy of Dance	4/30/2020	250.25
13595	Family Taekwondo Academy	4/30/2020	99.00
13596	Flip 2 It Sports Center	4/30/2020	765.80
13597	Folsom Piano Academy	4/30/2020	112.00
13598	Haynes Family of Programs	4/30/2020	2,182.50
13599	Healing Pastures	4/30/2020	340.00
13600	Hillside Training Stables	4/30/2020	250.00
13601	VOID	VOID	VOID
13602	Inspire District Office	4/30/2020	288,479.28
13603	It Takes The Village	4/30/2020	1,050.00
13604	Jackris Publishing, LLC	4/30/2020	60.08
13605	Jane Johnson Speech Therapy	4/30/2020	500.00
13606	Jo-Allyn Brown	4/30/2020	120.00

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For the period ended April 30, 2020

Check Number	Vendor Name	Check Date	Check Amount
13607	Kalmykov Tatyana	4/30/2020	1,970.00
13608	Kim Snow's Music Studio	4/30/2020	167.50
13609	KiwiCo, Inc	4/30/2020	1,750.99
13610	Lakeshore	4/30/2020	44.16
13611	Law Office of Jennifer McQuarrie	4/30/2020	946.00
13612	Leighton Dance Project	4/30/2020	126.00
13613	Let's Talk Speech Therapy, Inc	4/30/2020	200.00
13614	Lisa Stewart	4/30/2020	430.00
13615	Little Passports	4/30/2020	684.27
13616	Marci Peterson, MEd., BCET	4/30/2020	300.00
13617	Math-U-See Inc.	4/30/2020	112.00
13618	McKeever School of Irish Dance	4/30/2020	196.76
13619	Monica Zarate	4/30/2020	390.00
13620	Musical Mayhem Productions, Inc.	4/30/2020	1,465.50
13621	Nancy Barcal	4/30/2020	3,520.00
13622	Olga Melnik	4/30/2020	630.00
13623	Outschool, Inc.	4/30/2020	419.00
13624	Peace Hill Press, Inc. dba Well Trained Mind Press	4/30/2020	93.55
13625	Procopio, Cory, Hargreaves & Savitch LLP	4/30/2020	1,131.40
13626	Rainbow Resource Center	4/30/2020	2,039.21
13627	Ron Engle K Club Academy	4/30/2020	480.00
13628	Roseville Academic Center	4/30/2020	1,800.00
13629	School Pathways, LLC	4/30/2020	8,434.35
13630	Sheri Joyce aka Well Read Fred Writing Classes	4/30/2020	180.00
13631	Staples	4/30/2020	291.98
13632	Stephens Advantage	4/30/2020	840.00
13633	Tatyana Tirziu	4/30/2020	1,800.00
13634	The Critical Thinking Co.	4/30/2020	45.48
13635	Therapeutic Language Clinic, Inc.	4/30/2020	1,100.00
13636	Total Education Solutions	4/30/2020	5,877.50
13637	Vista Child Therapy	4/30/2020	1,235.00
Total Disbursements in April			\$ 1,006,490.89

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Absolute Mathematics	(TCS)-ABSM-567	4/4/2020	5/4/2020	\$ 840	\$ -	\$ -	\$ -	\$ -	\$ 840
Absolute Mathematics	(TCS)-ABSM-Vze	4/4/2020	5/4/2020	80	-	-	-	-	80
Urban Arts Youth	0000028	4/7/2020	5/7/2020	500	-	-	-	-	500
Studio 24	00018762	3/25/2020	4/24/2020	720	-	-	-	-	720
Heather Miles	001	4/16/2020	5/16/2020	340	-	-	-	-	340
Rachael's Tutoring	0012	4/17/2020	5/17/2020	120	-	-	-	-	120
Kovars Martial Arts	002SQU	4/22/2020	5/22/2020	664	-	-	-	-	664
Riverbend Educational Services	003	4/2/2020	5/2/2020	1,500	-	-	-	-	1,500
CM School Supply	003371772-0	4/20/2020	5/20/2020	40	-	-	-	-	40
CM School Supply	003371775-0	4/20/2020	5/20/2020	27	-	-	-	-	27
Kovars Martial Arts	003SQU	4/22/2020	5/22/2020	664	-	-	-	-	664
Kovars Martial Arts	004SQU	4/22/2020	5/22/2020	664	-	-	-	-	664
Patricia Palley	005	4/17/2020	5/17/2020	105	-	-	-	-	105
Dean Perkins Tutoring	006	4/18/2020	5/18/2020	360	-	-	-	-	360
Judith Garcia	02	4/6/2020	5/6/2020	100	-	-	-	-	100
Jonathan Holowaty	032	4/2/2020	5/2/2020	1,060	-	-	-	-	1,060
Bach To Rock - Folsom	040220KB	4/2/2020	5/2/2020	494	-	-	-	-	494
Lorie Murphey/Sugar Ditch Stables	040920	4/9/2020	5/9/2020	1,080	-	-	-	-	1,080
Skatetown	04132020	4/13/2020	5/13/2020	2,306	-	-	-	-	2,306
Skatetown	04132020.1	4/13/2020	5/13/2020	459	-	-	-	-	459
Esther Judson	041720-ERG	4/17/2020	5/17/2020	120	-	-	-	-	120
The Music Store	05	4/16/2020	5/16/2020	1,685	-	-	-	-	1,685
Ballet Rejoice School for the Arts	0541	4/14/2020	4/14/2020	856	-	-	-	-	856
Ballet Rejoice School for the Arts	0546	4/22/2020	4/22/2020	60	-	-	-	-	60
Math-U-See Inc.	0599569-IN	3/4/2020	5/3/2020	61	-	-	-	-	61
Math-U-See Inc.	0599624-IN	3/4/2020	5/3/2020	116	-	-	-	-	116
Math-U-See Inc.	0600454-IN	3/10/2020	5/9/2020	65	-	-	-	-	65
Math-U-See Inc.	0600457-IN	3/10/2020	5/9/2020	116	-	-	-	-	116
Math-U-See Inc.	0600808-IN	3/12/2020	5/11/2020	212	-	-	-	-	212
Math-U-See Inc.	0600914-IN	3/12/2020	5/11/2020	123	-	-	-	-	123
Math-U-See Inc.	0600917-IN	3/12/2020	5/11/2020	124	-	-	-	-	124
Math-U-See Inc.	0600918-IN	3/12/2020	5/11/2020	68	-	-	-	-	68
Math-U-See Inc.	0600923-IN	3/12/2020	5/11/2020	124	-	-	-	-	124
Math-U-See Inc.	0602400-IN	3/20/2020	5/19/2020	287	-	-	-	-	287
Math-U-See Inc.	0603005-IN	3/24/2020	5/23/2020	97	-	-	-	-	97
Math-U-See Inc.	0603007-IN	3/24/2020	5/23/2020	56	-	-	-	-	56
Math-U-See Inc.	0604774-IN	4/1/2020	5/31/2020	314	-	-	-	-	314
Math-U-See Inc.	0604776-IN	4/1/2020	5/31/2020	56	-	-	-	-	56
Math-U-See Inc.	0605653-IN	4/7/2020	6/6/2020	41	-	-	-	-	41
Math-U-See Inc.	0606089-IN	4/8/2020	6/7/2020	68	-	-	-	-	68

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Accounts Payable Aging

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See Inc.	0606093-IN	4/8/2020	6/7/2020	56	-	-	-	-	56
Math-U-See Inc.	0606455-IN	4/13/2020	6/12/2020	112	-	-	-	-	112
Math-U-See Inc.	0607119-IN	4/15/2020	6/14/2020	149	-	-	-	-	149
Math-U-See Inc.	0607769-IN	4/17/2020	6/16/2020	82	-	-	-	-	82
Math-U-See Inc.	0609166-IN	4/22/2020	6/21/2020	41	-	-	-	-	41
Math-U-See Inc.	0609168-IN	4/22/2020	6/21/2020	34	-	-	-	-	34
Math-U-See Inc.	0609453-IN	4/23/2020	6/22/2020	97	-	-	-	-	97
Sacramento Spark	094	4/17/2020	5/17/2020	900	-	-	-	-	900
Valan Nichols	1	4/15/2020	5/15/2020	200	-	-	-	-	200
Barchinoy Karamatova		4/2/2020	5/2/2020	600	-	-	-	-	600
Rose Oates	10	4/9/2020	5/9/2020	240	-	-	-	-	240
Sunrise Recreation & Park District		4/6/2020	5/6/2020	100	-	-	-	-	100
Home Science Tools	1000114A	4/8/2020	5/8/2020	24	-	-	-	-	24
Chiang-Hwa Bryce	1014	4/24/2020	5/24/2020	900	-	-	-	-	900
Jan Turton's Music	10145	4/20/2020	4/20/2020	200	-	-	-	-	200
Hoffman Tutoring Group	1020	4/3/2020	5/3/2020	200	-	-	-	-	200
Hawkins School of Performing Arts	10208	4/10/2020	5/10/2020	1,422	-	-	-	-	1,422
Kathy Marmer	103	4/17/2020	5/17/2020	585	-	-	-	-	585
Hawkins School of Performing Arts	10305	4/10/2020	5/10/2020	140	-	-	-	-	140
Nataliia Matveieva	103121	3/31/2020	4/30/2020	1,980	-	-	-	-	1,980
Rachel Eldridge	1035	4/13/2020	5/13/2020	840	-	-	-	-	840
Heather Williams	1037	4/21/2020	5/21/2020	140	-	-	-	-	140
Heather Williams	1038	4/22/2020	5/21/2020	140	-	-	-	-	140
Kathy Marmer	104	4/17/2020	5/17/2020	585	-	-	-	-	585
Heather Williams	1042	4/22/2020	5/5/2020	140	-	-	-	-	140
Hawkins School of Performing Arts	10706	4/4/2020	5/4/2020	100	-	-	-	-	100
Hawkins School of Performing Arts	10707	4/4/2020	5/4/2020	100	-	-	-	-	100
Hawkins School of Performing Arts	10908	4/10/2020	5/10/2020	158	-	-	-	-	158
Hawkins School of Performing Arts	10909	4/10/2020	5/10/2020	105	-	-	-	-	105
Little Passports	111983609	4/15/2020	5/15/2020	273	-	-	-	-	273
Little Passports	111984040	4/15/2020	5/15/2020	290	-	-	-	-	290
Little Passports	112131555	4/15/2020	5/15/2020	109	-	-	-	-	109
Brave Writer LLC	11379	4/1/2020	4/1/2020	99	-	-	-	-	99
Beautiful Feet Books, Inc.	11654	3/9/2020	5/8/2020	772	-	-	-	-	772
Beautiful Feet Books, Inc.	11656	3/9/2020	5/8/2020	626	-	-	-	-	626
Teacher Synergy, LLC	116628831	4/15/2020	5/6/2020	100	-	-	-	-	100
Teacher Synergy, LLC	116744976	4/17/2020	5/8/2020	35	-	-	-	-	35
Teacher Synergy, LLC	116745028	4/17/2020	5/8/2020	24	-	-	-	-	24
Teacher Synergy, LLC	116745079	4/17/2020	5/8/2020	32	-	-	-	-	32
Teacher Synergy, LLC	117234184	4/23/2020	5/14/2020	31	-	-	-	-	31
Beautiful Feet Books, Inc.	11768	4/6/2020	5/6/2020	162	-	-	-	-	162

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Beautiful Feet Books, Inc.	11769	4/6/2020	5/6/2020	181	-	-	-	-	181
Beautiful Feet Books, Inc.	11775	4/6/2020	5/6/2020	314	-	-	-	-	314
LEGO Education	1190419439	4/2/2020	6/1/2020	483	-	-	-	-	483
LEGO Education	1190422788	4/22/2020	6/21/2020	485	-	-	-	-	485
LEGO Education	1190423010	3/13/2020	5/12/2020	239	-	-	-	-	239
Ohana Virtual Therapy	12	4/2/2020	5/2/2020	498	-	-	-	-	498
Natomas Music Square	123	4/4/2020	5/4/2020	115	-	-	-	-	115
E-Therapy LLC	12509	4/15/2020	5/15/2020	31	-	-	-	-	31
Jabbergym	12559	4/7/2020	5/7/2020	3,135	-	-	-	-	3,135
K3 Syncopation, LLC	128	4/20/2020	5/20/2020	1,670	-	-	-	-	1,670
Jo-Allyn Brown	13	4/17/2020	5/17/2020	20	-	-	-	-	20
Ohana Virtual Therapy		4/2/2020	5/2/2020	288	-	-	-	-	288
K3 Syncopation, LLC	130	4/20/2020	5/20/2020	266	-	-	-	-	266
Hawkins School of Performing Arts	13001	4/4/2020	5/4/2020	70	-	-	-	-	70
Hawkins School of Performing Arts	13002	4/4/2020	5/4/2020	70	-	-	-	-	70
K3 Syncopation, LLC	131	4/10/2020	5/10/2020	190	-	-	-	-	190
K3 Syncopation, LLC	132	4/10/2020	5/10/2020	245	-	-	-	-	245
Kaizen Martial Arts Academy	1320CM	3/31/2020	4/30/2020	240	-	-	-	-	240
Kaizen Martial Arts Academy	1321CM	4/22/2020	5/22/2020	720	-	-	-	-	720
Communication Tools	1460	4/9/2020	5/9/2020	225	-	-	-	-	225
Yuko Ray	150	4/22/2020	5/22/2020	270	-	-	-	-	270
Hawkins School of Performing Arts	15003	4/4/2020	5/4/2020	339	-	-	-	-	339
Lotus Educational Services, Inc.	1510	4/6/2020	5/21/2020	1,463	-	-	-	-	1,463
Outschool, Inc.	15542	4/6/2020	5/6/2020	17	-	-	-	-	17
Outschool, Inc.	15543	4/6/2020	5/6/2020	70	-	-	-	-	70
Outschool, Inc.	15544	4/6/2020	5/6/2020	10	-	-	-	-	10
Outschool, Inc.	15545	4/6/2020	5/6/2020	60	-	-	-	-	60
Outschool, Inc.	15546	4/6/2020	5/6/2020	125	-	-	-	-	125
Outschool, Inc.	15547	4/6/2020	5/6/2020	40	-	-	-	-	40
Outschool, Inc.	15548	4/6/2020	5/6/2020	25	-	-	-	-	25
Outschool, Inc.	15549	4/6/2020	5/6/2020	12	-	-	-	-	12
Shooting Stars Tutoring	16	4/8/2020	5/8/2020	1,000	-	-	-	-	1,000
Outschool, Inc.	16797	4/20/2020	5/20/2020	75	-	-	-	-	75
Outschool, Inc.	16798	4/20/2020	5/20/2020	35	-	-	-	-	35
Outschool, Inc.	16799	4/20/2020	5/20/2020	24	-	-	-	-	24
Outschool, Inc.	16800	4/20/2020	5/20/2020	70	-	-	-	-	70
Outschool, Inc.	16801	4/20/2020	5/20/2020	50	-	-	-	-	50
Outschool, Inc.	16802	4/20/2020	5/20/2020	10	-	-	-	-	10
Outschool, Inc.	16803	4/20/2020	5/20/2020	77	-	-	-	-	77
Outschool, Inc.	16804	4/20/2020	5/20/2020	40	-	-	-	-	40
Outschool, Inc.	16805	4/20/2020	5/20/2020	102	-	-	-	-	102

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Otschool, Inc.	16806	4/20/2020	5/20/2020	75	-	-	-	-	75
Otschool, Inc.	16807	4/20/2020	5/20/2020	40	-	-	-	-	40
Otschool, Inc.	16808	4/20/2020	5/20/2020	200	-	-	-	-	200
Otschool, Inc.	16809	4/20/2020	5/20/2020	40	-	-	-	-	40
Otschool, Inc.	16810	4/20/2020	5/20/2020	90	-	-	-	-	90
Otschool, Inc.	16811	4/20/2020	5/20/2020	10	-	-	-	-	10
Otschool, Inc.	16812	4/20/2020	5/20/2020	10	-	-	-	-	10
Otschool, Inc.	16813	4/20/2020	5/20/2020	20	-	-	-	-	20
Otschool, Inc.	16814	4/20/2020	5/20/2020	6	-	-	-	-	6
Otschool, Inc.	16815	4/20/2020	5/20/2020	45	-	-	-	-	45
Otschool, Inc.	16816	4/20/2020	5/20/2020	15	-	-	-	-	15
Otschool, Inc.	16817	4/20/2020	5/20/2020	100	-	-	-	-	100
Otschool, Inc.	16818	4/20/2020	5/20/2020	90	-	-	-	-	90
Otschool, Inc.	16819	4/20/2020	5/20/2020	70	-	-	-	-	70
Otschool, Inc.	16820	4/20/2020	5/20/2020	50	-	-	-	-	50
Otschool, Inc.	16821	4/20/2020	5/20/2020	20	-	-	-	-	20
Otschool, Inc.	16822	4/20/2020	5/20/2020	20	-	-	-	-	20
Otschool, Inc.	16823	4/20/2020	5/20/2020	120	-	-	-	-	120
Otschool, Inc.	16824	4/20/2020	5/20/2020	120	-	-	-	-	120
Otschool, Inc.	16825	4/20/2020	5/20/2020	120	-	-	-	-	120
Otschool, Inc.	16826	4/20/2020	5/20/2020	120	-	-	-	-	120
Otschool, Inc.	16827	4/20/2020	5/20/2020	50	-	-	-	-	50
Otschool, Inc.	16828	4/20/2020	5/20/2020	90	-	-	-	-	90
Otschool, Inc.	16829	4/20/2020	5/20/2020	50	-	-	-	-	50
Otschool, Inc.	16830	4/20/2020	5/20/2020	40	-	-	-	-	40
Otschool, Inc.	16831	4/20/2020	5/20/2020	40	-	-	-	-	40
Gravitas Publications, Inc.	16970	4/6/2020	5/6/2020	188	-	-	-	-	188
The Curiosity Collective	17	4/3/2020	5/3/2020	495	-	-	-	-	495
Loretta Oborn		4/2/2020	5/2/2020	45	-	-	-	-	45
Ashley Arroyo	1700	4/23/2020	5/23/2020	420	-	-	-	-	420
Hawkins School of Performing Arts	17002	4/10/2020	5/10/2020	70	-	-	-	-	70
Gravitas Publications, Inc.	17050	4/24/2020	5/24/2020	136	-	-	-	-	136
Ashley Arroyo	1710	4/23/2020	5/23/2020	125	-	-	-	-	125
Moore's Karate of Elk Grove, Inc.	178	4/2/2020	5/2/2020	150	-	-	-	-	150
Loretta Oborn	18	4/2/2020	5/2/2020	60	-	-	-	-	60
The Curiosity Collective		4/4/2020	5/4/2020	315	-	-	-	-	315
EMH Sports USA, Inc.	182-234975-3	4/9/2020	5/9/2020	3,145	-	-	-	-	3,145
Olga Petrenko	183	4/10/2020	5/10/2020	210	-	-	-	-	210
Olga Petrenko	184	4/10/2020	5/10/2020	210	-	-	-	-	210
Olga Petrenko	185	4/15/2020	5/15/2020	225	-	-	-	-	225
California Arts Academy	1880	4/14/2020	5/14/2020	175	-	-	-	-	175

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Loretta Oborn	19	4/2/2020	5/2/2020	30	-	-	-	-	30
The Curiosity Collective		4/13/2020	5/13/2020	246	-	-	-	-	246
Musical Mayhem Productions, Inc.	1942	4/7/2020	5/7/2020	165	-	-	-	-	165
Musical Mayhem Productions, Inc.	1943	4/7/2020	5/7/2020	100	-	-	-	-	100
Homeschool Spanish Academy	1983	4/8/2020	5/8/2020	219	-	-	-	-	219
Loretta Oborn	20	4/2/2020	5/2/2020	30	-	-	-	-	30
Canvas & Keys	20-3772	4/15/2020	5/15/2020	280	-	-	-	-	280
Lafitte Music Center	200417-Sagan	4/17/2020	5/17/2020	898	-	-	-	-	898
Learn Piano Live	200420	4/20/2020	5/20/2020	1,350	-	-	-	-	1,350
Learn Piano Live	200423	4/23/2020	5/23/2020	245	-	-	-	-	245
City of Lincoln	2005	4/10/2020	5/10/2020	30	-	-	-	-	30
City of Lincoln	2006	4/10/2020	5/10/2020	179	-	-	-	-	179
City of Lincoln	2007	4/10/2020	5/10/2020	101	-	-	-	-	101
PRN Nursing Consultants	200779	4/21/2020	5/21/2020	225	-	-	-	-	225
City of Lincoln	2008	4/10/2020	5/10/2020	145	-	-	-	-	145
City of Lincoln	2009	4/10/2020	5/10/2020	150	-	-	-	-	150
Think Outside, LLC	20182	4/5/2020	5/5/2020	259	-	-	-	-	259
Inspire Learning Academy	2020 - SP20	4/22/2020	5/22/2020	1,695	-	-	-	-	1,695
Fairytale Town	2020-006	4/3/2020	5/3/2020	210	-	-	-	-	210
Ruth Buller	2020-008614	4/18/2020	5/18/2020	480	-	-	-	-	480
Eureka! Education by Cynthia	2020-04-20-0001	4/20/2020	5/20/2020	680	-	-	-	-	680
Ruth Buller	2020-085709	4/18/2020	5/18/2020	40	-	-	-	-	40
Rocklin Music Academy	2020-1-JNikora	3/30/2020	4/29/2020	390	-	-	-	-	390
Rocklin Music Academy	2020-1-NNikora	3/30/2020	4/29/2020	390	-	-	-	-	390
Ruth Buller	2020-131154	4/18/2020	5/18/2020	40	-	-	-	-	40
Ruth Buller	2020-131155	4/18/2020	5/18/2020	40	-	-	-	-	40
Ruth Buller	2020-13504	4/18/2020	5/18/2020	40	-	-	-	-	40
Kitty Titterington	2020-14-ICS	4/15/2020	5/15/2020	140	-	-	-	-	140
Owings Martial Arts	2020-159931	4/15/2020	5/15/2020	150	-	-	-	-	150
Rocklin Music Academy	2020-2-JTofan	4/2/2020	5/2/2020	375	-	-	-	-	375
Rocklin Music Academy	2020-2-MHenning	4/2/2020	5/2/2020	435	-	-	-	-	435
Rocklin Music Academy	2020-2-MTofan	4/7/2020	5/7/2020	375	-	-	-	-	375
Rocklin Music Academy	2020-2-RTofan	4/7/2020	5/7/2020	375	-	-	-	-	375
Rocklin Music Academy	2020-3-MTofan	3/30/2020	4/29/2020	250	-	-	-	-	250
Rocklin Music Academy	2020-3C-JTofan	3/30/2020	4/29/2020	250	-	-	-	-	250
Rocklin Music Academy	2020-IBrizuela2	3/30/2020	4/29/2020	390	-	-	-	-	390
Kovars Martial Arts	2020-lopez3	4/16/2020	5/16/2020	169	-	-	-	-	169
Rocklin Music Academy	2020-LThomas -03	3/30/2020	4/29/2020	280	-	-	-	-	280
Precision Dance Center	2020-SM-001	4/8/2020	5/8/2020	116	-	-	-	-	116
Precision Dance Center	2020-SM-002	4/8/2020	5/8/2020	116	-	-	-	-	116
Precision Dance Center	2020-SM-003	4/8/2020	5/8/2020	116	-	-	-	-	116

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Anne Becker	202004	4/7/2020	5/7/2020	360	-	-	-	-	360
Love of Learning	202004 CWS	4/7/2020	5/7/2020	11,520	-	-	-	-	11,520
Love of Learning	202004 CWS B	4/19/2020	5/19/2020	9,600	-	-	-	-	9,600
Frieda Yang	202004-Fountain	4/8/2020	5/8/2020	360	-	-	-	-	360
Frieda Yang	202004-Gerardo	4/1/2020	5/1/2020	344	-	-	-	-	344
Frieda Yang	202005-Gerardo	4/24/2020	5/24/2020	344	-	-	-	-	344
Kovars Martial Arts-Roseville	2020Apr01	4/22/2020	5/22/2020	1,245	-	-	-	-	1,245
Kovars Martial Arts-Roseville	2020Mar01	4/22/2020	5/22/2020	1,265	-	-	-	-	1,265
Think Outside, LLC	20246	4/14/2020	4/14/2020	148	-	-	-	-	148
Comprehensive Autism Related Educati	2032002070GA	4/10/2020	5/10/2020	338	-	-	-	-	338
Comprehensive Autism Related Educati	2032087468NL	4/10/2020	5/10/2020	438	-	-	-	-	438
Jennifer Steward	2052	4/23/2020	5/23/2020	325	-	-	-	-	325
Fusion Elite	207	4/1/2020	5/1/2020	940	-	-	-	-	940
Loretta Oborn	21	4/2/2020	5/2/2020	30	-	-	-	-	30
Moving Beyond the Page	211758	4/3/2020	5/3/2020	25	-	-	-	-	25
Music Institute	212	4/5/2020	5/5/2020	360	-	-	-	-	360
TLC Stables Inc.	2120	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2121	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2124	4/3/2020	5/3/2020	70	-	-	-	-	70
Moving Beyond the Page	212499	4/23/2020	5/23/2020	267	-	-	-	-	267
TLC Stables Inc.	2125	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2126	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2127	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2128	4/3/2020	5/3/2020	70	-	-	-	-	70
TLC Stables Inc.	2145	4/25/2020	5/25/2020	175	-	-	-	-	175
TLC Stables Inc.	2146	4/25/2020	5/25/2020	70	-	-	-	-	70
TLC Stables Inc.	2147	4/25/2020	5/25/2020	35	-	-	-	-	35
TLC Stables Inc.	2148	4/25/2020	5/25/2020	35	-	-	-	-	35
Hear Say Speech and Language Services	2185	4/10/2020	5/10/2020	1,948	-	-	-	-	1,948
Judy Bossuat-Gallic	22	4/15/2020	5/15/2020	660	-	-	-	-	660
NCDC	221	3/31/2020	4/30/2020	1,994	-	-	-	-	1,994
HTP Services, Inc	2220	4/8/2020	5/8/2020	460	-	-	-	-	460
HTP Services, Inc	2221	4/8/2020	5/8/2020	460	-	-	-	-	460
Judy Bossuat-Gallic	23	4/25/2020	5/25/2020	660	-	-	-	-	660
Interpreters Unlimited, Inc.	232403	3/13/2020	3/13/2020	190	-	-	-	-	190
Arabic Homeschool	2339	4/10/2020	5/10/2020	576	-	-	-	-	576
HTP Services, Inc	2378	4/22/2020	5/22/2020	504	-	-	-	-	504
Steve Wallen Swim School - Roseville	24	4/13/2020	5/13/2020	2,010	-	-	-	-	2,010
Cavallo Stables, LLC	2471	4/6/2020	4/6/2020	120	-	-	-	-	120
Vadim Geletyuk	25	4/12/2020	5/12/2020	400	-	-	-	-	400
BrainyZoo	255	4/17/2020	5/17/2020	127	-	-	-	-	127

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Vadim Geletyuk	26	4/12/2020	5/12/2020	400	-	-	-	-	400
Vadim Geletyuk	27	4/12/2020	5/12/2020	400	-	-	-	-	400
Bitsbox	2729	4/24/2020	4/24/2020	129	-	-	-	-	129
Teaching Textbooks	27436	4/3/2020	5/3/2020	43	-	-	-	-	43
Teaching Textbooks	27437	4/3/2020	5/3/2020	43	-	-	-	-	43
Teaching Textbooks	27504	4/8/2020	5/8/2020	43	-	-	-	-	43
Teaching Textbooks	27530	4/9/2020	5/9/2020	43	-	-	-	-	43
Teaching Textbooks	27539	4/9/2020	5/9/2020	196	-	-	-	-	196
Teaching Textbooks	27552	4/14/2020	5/14/2020	43	-	-	-	-	43
Teaching Textbooks	27554	4/14/2020	5/14/2020	43	-	-	-	-	43
Rainbow Resource Center	2833668	3/11/2020	5/10/2020	108	-	-	-	-	108
Rainbow Resource Center	2833669	3/11/2020	5/10/2020	134	-	-	-	-	134
Rainbow Resource Center	2833671	3/11/2020	5/10/2020	29	-	-	-	-	29
Rainbow Resource Center	2833672	3/11/2020	5/10/2020	120	-	-	-	-	120
Rainbow Resource Center	2860435	3/3/2020	5/3/2020	159	-	-	-	-	159
Rainbow Resource Center	2860437	3/3/2020	5/3/2020	72	-	-	-	-	72
Rainbow Resource Center	2860438	3/3/2020	5/3/2020	64	-	-	-	-	64
Rainbow Resource Center	2860731	3/3/2020	5/3/2020	77	-	-	-	-	77
Rainbow Resource Center	2861361	3/3/2020	5/2/2020	145	-	-	-	-	145
Rainbow Resource Center	2861466	3/4/2020	5/2/2020	147	-	-	-	-	147
Rainbow Resource Center	2862634	3/6/2020	5/5/2020	58	-	-	-	-	58
Rainbow Resource Center	2862833	3/6/2020	5/5/2020	166	-	-	-	-	166
Rainbow Resource Center	2863017	3/6/2020	5/5/2020	154	-	-	-	-	154
Rainbow Resource Center	2863284	3/9/2020	5/8/2020	98	-	-	-	-	98
Rainbow Resource Center	2863285	3/9/2020	5/8/2020	191	-	-	-	-	191
Rainbow Resource Center	2863995	3/10/2020	5/9/2020	106	-	-	-	-	106
Rainbow Resource Center	2864356	3/10/2020	5/9/2020	118	-	-	-	-	118
Rainbow Resource Center	2864438	3/10/2020	5/9/2020	129	-	-	-	-	129
Rainbow Resource Center	2864855	3/11/2020	5/10/2020	36	-	-	-	-	36
Rainbow Resource Center	2866480	3/13/2020	5/12/2020	83	-	-	-	-	83
Rainbow Resource Center	2867493	3/17/2020	5/16/2020	112	-	-	-	-	112
Rainbow Resource Center	2868010	3/17/2020	5/16/2020	44	-	-	-	-	44
Rainbow Resource Center	2868012	3/17/2020	5/16/2020	212	-	-	-	-	212
Rainbow Resource Center	2868912	3/18/2020	5/17/2020	190	-	-	-	-	190
Rainbow Resource Center	2868914	3/18/2020	5/17/2020	132	-	-	-	-	132
Rainbow Resource Center	2868930	3/18/2020	5/17/2020	61	-	-	-	-	61
Rainbow Resource Center	2868950	3/18/2020	5/17/2020	65	-	-	-	-	65
Rainbow Resource Center	2869197	3/18/2020	5/17/2020	139	-	-	-	-	139
Rainbow Resource Center	2869199	3/18/2020	5/17/2020	37	-	-	-	-	37
Rainbow Resource Center	2869476	3/19/2020	5/18/2020	23	-	-	-	-	23
Rainbow Resource Center	2869706	3/19/2020	5/18/2020	65	-	-	-	-	65

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Rainbow Resource Center	2870343	3/20/2020	5/19/2020	84	-	-	-	-	84
Rainbow Resource Center	2870544	3/20/2020	5/19/2020	289	-	-	-	-	289
Rainbow Resource Center	2871525	3/23/2020	5/22/2020	145	-	-	-	-	145
Rainbow Resource Center	2871526	3/23/2020	5/22/2020	37	-	-	-	-	37
Rainbow Resource Center	2871527	3/23/2020	5/22/2020	92	-	-	-	-	92
Rainbow Resource Center	2871528	3/23/2020	5/22/2020	32	-	-	-	-	32
Rainbow Resource Center	2871529	3/23/2020	5/22/2020	32	-	-	-	-	32
Rainbow Resource Center	2872391	3/23/2020	5/22/2020	35	-	-	-	-	35
Rainbow Resource Center	2872397	3/23/2020	5/22/2020	212	-	-	-	-	212
Rainbow Resource Center	2873099	3/24/2020	5/23/2020	225	-	-	-	-	225
Rainbow Resource Center	2873136	3/24/2020	5/23/2020	171	-	-	-	-	171
Rainbow Resource Center	2873764	3/24/2020	5/23/2020	20	-	-	-	-	20
Rainbow Resource Center	2873769	3/24/2020	5/23/2020	39	-	-	-	-	39
Rainbow Resource Center	2875097	3/25/2020	5/24/2020	136	-	-	-	-	136
Rainbow Resource Center	2875098	3/25/2020	5/24/2020	111	-	-	-	-	111
Rainbow Resource Center	2875101	3/25/2020	5/24/2020	74	-	-	-	-	74
Rainbow Resource Center	2878129	3/27/2020	5/26/2020	19	-	-	-	-	19
Rainbow Resource Center	2878132	3/27/2020	5/26/2020	19	-	-	-	-	19
Rainbow Resource Center	2889681	4/6/2020	5/6/2020	176	-	-	-	-	176
Rainbow Resource Center	2891739	4/6/2020	5/6/2020	154	-	-	-	-	154
Rainbow Resource Center	2891740	4/6/2020	5/6/2020	133	-	-	-	-	133
Rainbow Resource Center	2892783	4/7/2020	5/7/2020	35	-	-	-	-	35
Rainbow Resource Center	2904871	4/15/2020	5/15/2020	30	-	-	-	-	30
Rainbow Resource Center	2904876	4/15/2020	5/15/2020	184	-	-	-	-	184
Rainbow Resource Center	2905960	4/16/2020	5/16/2020	47	-	-	-	-	47
Therapeutic Language Clinic, Inc.	2989	3/31/2020	4/30/2020	550	-	-	-	-	550
Linæ Calkovsky	3	4/4/2020	5/4/2020	885	-	-	-	-	885
Nicole Corrine Crawford	31	4/3/2020	5/3/2020	854	-	-	-	-	854
Eaton Interpreting Services, Inc.	310939	4/7/2020	4/7/2020	2,799	-	-	-	-	2,799
Jane Johnson Speech Therapy	33704	3/31/2020	4/30/2020	1,000	-	-	-	-	1,000
Cynthia Vaccaro	35	4/14/2020	5/14/2020	1,405	-	-	-	-	1,405
Starfall Education Foundation	3546-9050-1530	3/13/2020	4/12/2020	35	-	-	-	-	35
McColgan & Assocaites INC	3580	4/12/2020	4/12/2020	3,662	-	-	-	-	3,662
Lakeshore	3589110420	4/7/2020	5/7/2020	964	-	-	-	-	964
Lakeshore	3608400420	4/3/2020	5/3/2020	125	-	-	-	-	125
Lakeshore	3612680420	4/3/2020	5/3/2020	234	-	-	-	-	234
Lakeshore	3618240420	4/2/2020	5/2/2020	353	-	-	-	-	353
Lakeshore	3621900420	4/3/2020	5/3/2020	208	-	-	-	-	208
Lakeshore	3628100420	4/8/2020	5/8/2020	1,344	-	-	-	-	1,344
Lakeshore	3646020420	4/3/2020	5/3/2020	214	-	-	-	-	214
Lakeshore	3661910420	4/3/2020	5/3/2020	172	-	-	-	-	172

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Lakeshore	3703800420	4/7/2020	5/7/2020	139	-	-	-	-	139
Lakeshore	3717800420	4/7/2020	5/7/2020	86	-	-	-	-	86
Activities for Learning Inc.	379897	4/2/2020	5/2/2020	22	-	-	-	-	22
Activities for Learning Inc.	380028	4/15/2020	5/15/2020	22	-	-	-	-	22
Lakeshore	3805610420	4/9/2020	5/9/2020	80	-	-	-	-	80
Lakeshore	3820270420	4/9/2020	5/9/2020	45	-	-	-	-	45
Lakeshore	3832070420	4/13/2020	5/13/2020	323	-	-	-	-	323
Lakeshore	3841320420	4/13/2020	5/13/2020	45	-	-	-	-	45
Lakeshore	3841330420	4/13/2020	5/13/2020	61	-	-	-	-	61
Lakeshore	3842590420	4/13/2020	5/13/2020	39	-	-	-	-	39
Linae Calkovsky	4	4/6/2020	5/6/2020	295	-	-	-	-	295
Anna Vavrynyuk		3/5/2020	4/4/2020	610	-	-	-	-	610
Camino Music Studio		4/14/2020	5/14/2020	240	-	-	-	-	240
Karen Reed		4/5/2020	5/5/2020	480	-	-	-	-	480
Elisabeth Johnson	40821	4/8/2020	5/8/2020	3,323	-	-	-	-	3,323
Steve Wallen Swim School	4132020	4/13/2020	5/13/2020	400	-	-	-	-	400
Extreme Gymnastics	42020	4/20/2020	5/20/2020	18	-	-	-	-	18
Mary Longacre		4/14/2020	5/14/2020	315	-	-	-	-	315
Margie Hartung Music	42120CW	4/21/2020	5/21/2020	2,862	-	-	-	-	2,862
Kitchen Kid, LLC	439231	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	439231547	4/2/2020	5/2/2020	145	-	-	-	-	145
Kitchen Kid, LLC	4392319	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	439232047	4/2/2020	5/2/2020	49	-	-	-	-	49
Kitchen Kid, LLC	4392333	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4392335	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	43923533	4/2/2020	5/2/2020	33	-	-	-	-	33
Kitchen Kid, LLC	4392355	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4392367	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	439441	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394445	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	43944501	4/23/2020	5/23/2020	33	-	-	-	-	33
Kitchen Kid, LLC	4394467	4/23/2020	5/23/2020	79	-	-	-	-	79
McKeever School of Irish Dance	47	4/6/2020	5/6/2020	120	-	-	-	-	120
Rocklin Academy of Dance	5	4/24/2020	5/24/2020	570	-	-	-	-	570
Linae Calkovsky		4/6/2020	5/6/2020	148	-	-	-	-	148
Lara McCay	52020	4/22/2020	5/22/2020	11,505	-	-	-	-	11,505
Peace Hill Press, Inc. dba Well Trained	52058	4/2/2020	5/2/2020	113	-	-	-	-	113
Peace Hill Press, Inc. dba Well Trained	52060	4/2/2020	5/2/2020	58	-	-	-	-	58
A Brighter Child, Inc	52082	4/6/2020	5/6/2020	252	-	-	-	-	252
A Brighter Child, Inc	52107	4/6/2020	5/6/2020	180	-	-	-	-	180
A Brighter Child, Inc	52202	4/6/2020	5/6/2020	252	-	-	-	-	252

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A Brighter Child, Inc	52336	4/6/2020	5/6/2020	288	-	-	-	-	288
A Brighter Child, Inc	52411	4/6/2020	5/6/2020	192	-	-	-	-	192
A Brighter Child, Inc	52715	4/6/2020	5/6/2020	225	-	-	-	-	225
A Brighter Child, Inc	52886	4/9/2020	5/9/2020	616	-	-	-	-	616
A Brighter Child, Inc	52991	4/6/2020	5/6/2020	174	-	-	-	-	174
A Brighter Child, Inc	53328	4/10/2020	5/10/2020	209	-	-	-	-	209
A Brighter Child, Inc	53356	4/9/2020	5/9/2020	159	-	-	-	-	159
A Brighter Child, Inc	53527	4/9/2020	5/9/2020	379	-	-	-	-	379
A Brighter Child, Inc	53583	4/15/2020	5/15/2020	193	-	-	-	-	193
A Brighter Child, Inc	53584	4/3/2020	5/3/2020	16	-	-	-	-	16
A Brighter Child, Inc	53603	4/15/2020	5/15/2020	441	-	-	-	-	441
A Brighter Child, Inc	53637	4/9/2020	5/9/2020	302	-	-	-	-	302
A Brighter Child, Inc	53668	4/21/2020	5/21/2020	86	-	-	-	-	86
A Brighter Child, Inc	53669	4/21/2020	5/21/2020	100	-	-	-	-	100
A Brighter Child, Inc	53725	4/22/2020	5/22/2020	420	-	-	-	-	420
Brandy Ruscica	55	4/16/2020	5/16/2020	1,013	-	-	-	-	1,013
Nunez Martial Arts Academy	559	4/16/2020	5/16/2020	439	-	-	-	-	439
Ryan Hansen	59	4/5/2020	5/5/2020	405	-	-	-	-	405
The Aerial Lab	5933	4/7/2020	5/7/2020	75	-	-	-	-	75
Alysia Hansen	60	4/5/2020	5/5/2020	1,430	-	-	-	-	1,430
Pearson Education Inc.	6001566095	4/6/2020	5/6/2020	(200)	-	-	-	-	(200)
Jennifer Steward	619	4/3/2020	5/3/2020	135	-	-	-	-	135
Jennifer Steward	620	4/3/2020	5/3/2020	135	-	-	-	-	135
Jennifer Steward	621	4/3/2020	5/3/2020	135	-	-	-	-	135
Jennifer Steward	626	4/3/2020	5/3/2020	280	-	-	-	-	280
Jennifer Steward	627	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	629	4/16/2020	5/16/2020	144	-	-	-	-	144
Jennifer Steward	632	4/24/2020	5/24/2020	240	-	-	-	-	240
Roseville Community School	6342	4/8/2020	4/8/2020	1,485	-	-	-	-	1,485
Folsom Piano Academy	64895	4/14/2020	5/14/2020	114	-	-	-	-	114
Folsom Piano Academy	64911	4/14/2020	5/14/2020	112	-	-	-	-	112
Folsom Piano Academy	65032	4/14/2020	5/14/2020	112	-	-	-	-	112
Brave Writer LLC	68986505	2/28/2020	2/28/2020	99	-	-	-	-	99
Brave Writer LLC	69951755	2/28/2020	2/28/2020	239	-	-	-	-	239
Stephanie Strong	7	4/2/2020	5/2/2020	160	-	-	-	-	160
Waza Brazilian Jiu Jitsu	7-EDDS	4/15/2020	5/15/2020	116	-	-	-	-	116
Music Future	70	4/20/2020	5/20/2020	150	-	-	-	-	150
Music Future	71	4/20/2020	5/20/2020	150	-	-	-	-	150
Music Future	72	4/20/2020	5/20/2020	150	-	-	-	-	150
Brave Writer LLC	72065777	4/6/2020	4/6/2020	478	-	-	-	-	478
Music Future	73	4/20/2020	5/20/2020	164	-	-	-	-	164

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Music Future	74	4/20/2020	5/20/2020	600	-	-	-	-	600
Alona Kravchuk	75	4/20/2020	5/20/2020	500	-	-	-	-	500
Drew's Art Box LLC	7518-7225	4/2/2020	5/2/2020	105	-	-	-	-	105
Brave Writer LLC	75473084	4/1/2020	4/1/2020	12	-	-	-	-	12
Brave Writer LLC	76189072	4/2/2020	4/2/2020	10	-	-	-	-	10
Mystery Science Inc.	77288	4/1/2020	5/2/2020	69	-	-	-	-	69
James Rainwater	8	4/3/2020	5/3/2020	781	-	-	-	-	781
Waza Brazilian Jiu Jitsu	8-ETH.EDDS	4/15/2020	5/15/2020	116	-	-	-	-	116
Brave Writer LLC	80060	3/20/2020	3/20/2020	161	-	-	-	-	161
Jennifer Steward	801	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	802	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	803	3/3/2020	4/2/2020	250	-	-	-	-	250
Jennifer Steward	804	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	805	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	806	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	807	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	808	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	809	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	810	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	811	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	812	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	813	3/2/2020	4/1/2020	450	-	-	-	-	450
Jennifer Steward	815	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	817	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	819	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	820	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	821	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	822	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	823	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	824	4/13/2020	5/13/2020	250	-	-	-	-	250
The Lampo Group, LLC	8369002	4/21/2020	5/21/2020	28	-	-	-	-	28
Jennifer Steward	845	3/2/2020	4/1/2020	250	-	-	-	-	250
Jennifer Steward	846	4/13/2020	5/13/2020	250	-	-	-	-	250
Jennifer Steward	852856	4/13/2020	5/13/2020	450	-	-	-	-	450
Jennifer Steward	852857	4/24/2020	5/24/2020	540	-	-	-	-	540
Academics in a Box Inc	8635	4/24/2020	5/24/2020	87	-	-	-	-	87
Bright Solutions For Dyslexia, LLC	88-84077	4/2/2020	5/2/2020	391	-	-	-	-	391
OVparks	9	4/6/2020	5/6/2020	124	-	-	-	-	124
All About Learning Press, Inc.	902147	3/5/2020	5/4/2020	277	-	-	-	-	277
All About Learning Press, Inc.	902179	3/10/2020	5/9/2020	155	-	-	-	-	155
All About Learning Press, Inc.	902182	3/10/2020	5/9/2020	209	-	-	-	-	209

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All About Learning Press, Inc.	902192	3/11/2020	5/10/2020	198	-	-	-	-	198
All About Learning Press, Inc.	902232	3/17/2020	5/16/2020	55	-	-	-	-	55
All About Learning Press, Inc.	902240	3/17/2020	5/16/2020	16	-	-	-	-	16
All About Learning Press, Inc.	902325	3/26/2020	5/25/2020	51	-	-	-	-	51
All About Learning Press, Inc.	902419	4/3/2020	5/3/2020	178	-	-	-	-	178
All About Learning Press, Inc.	902486	4/16/2020	5/16/2020	51	-	-	-	-	51
Drew's Art Box LLC	9039-0080	4/17/2020	5/17/2020	105	-	-	-	-	105
Lisa Hindmarsh	95	4/15/2020	5/15/2020	2,850	-	-	-	-	2,850
Home Science Tools	991055A	3/12/2020	5/11/2020	11	-	-	-	-	11
Home Science Tools	992242A	3/18/2020	5/17/2020	36	-	-	-	-	36
Home Science Tools	992361A	3/19/2020	5/18/2020	124	-	-	-	-	124
Home Science Tools	995249A	3/27/2020	5/26/2020	53	-	-	-	-	53
Home Science Tools	996795A	4/1/2020	5/31/2020	46	-	-	-	-	46
Home Science Tools	997524A	4/16/2020	5/16/2020	47	-	-	-	-	47
Home Science Tools	997525A	4/2/2020	6/1/2020	55	-	-	-	-	55
Stephanie Morris	AC13	4/18/2020	5/18/2020	225	-	-	-	-	225
Ovations Dance Studio	AC14	4/18/2020	5/18/2020	225	-	-	-	-	225
Stephanie Morris	AC15	4/18/2020	5/18/2020	225	-	-	-	-	225
The STUDIO Martial Arts and Fitness	AG10-2020	4/4/2020	5/4/2020	189	-	-	-	-	189
Rodina Elite Gymnastics Academy	AM120	4/14/2020	5/14/2020	310	-	-	-	-	310
MEL Science Ltd	AP202004272	4/27/2020	5/27/2020	279	-	-	-	-	279
Kovars, Inc - Waterman	APRJUN20SMITH	4/10/2020	5/10/2020	507	-	-	-	-	507
Amy Walters	AW04302019	4/6/2020	5/6/2020	140	-	-	-	-	140
Kovar's Satori Academy	BRUNKENMARMAY20	4/10/2020	5/10/2020	1,218	-	-	-	-	1,218
Stephanie Morris	CC10	4/18/2020	5/18/2020	225	-	-	-	-	225
Stephanie Morris	CC11	4/18/2020	5/18/2020	135	-	-	-	-	135
Carol Ng	CN-06	4/23/2020	5/23/2020	240	-	-	-	-	240
Carol Ng	CN-07	4/23/2020	5/23/2020	240	-	-	-	-	240
Carol Ng	CN-08	4/23/2020	5/23/2020	480	-	-	-	-	480
Belinda Costa	COST033020	3/30/2020	3/30/2020	207	-	-	-	-	207
CCHAT Center	Cotton3-20	3/31/2020	3/31/2020	300	-	-	-	-	300
Galaxy Dance Arts, LLC	CWS-CMcC-03-2020	4/23/2020	5/23/2020	279	-	-	-	-	279
Galaxy Dance Arts, LLC	CWS-JK-04-2020	3/31/2020	4/30/2020	179	-	-	-	-	179
Galaxy Dance Arts, LLC	CWS-JT-03-2020	4/2/2020	5/2/2020	189	-	-	-	-	189
Department of Labor and Industries	DEPA041620	4/16/2020	4/16/2020	164	-	-	-	-	164
Educational Development Corporation	DIR5724833	4/2/2020	5/2/2020	86	-	-	-	-	86
Educational Development Corporation	DIR5724834	4/3/2020	5/3/2020	101	-	-	-	-	101
Educational Development Corporation	DIR5724835	4/2/2020	5/2/2020	126	-	-	-	-	126
Educational Development Corporation	DIR5759620	4/8/2020	5/8/2020	94	-	-	-	-	94
Educational Development Corporation	DIR5759621	4/8/2020	5/8/2020	103	-	-	-	-	103
Educational Development Corporation	DIR5767122	4/14/2020	5/14/2020	54	-	-	-	-	54

Cottonwood Charter

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Educational Development Corporation	DIR5767127	4/13/2020	5/13/2020	87	-	-	-	-	87
Educational Development Corporation	DIR5826773	4/22/2020	5/22/2020	61	-	-	-	-	61
Educational Development Corporation	DIR5826774	4/22/2020	5/22/2020	87	-	-	-	-	87
Educational Development Corporation	DIR5826775	4/22/2020	5/22/2020	655	-	-	-	-	655
Educational Development Corporation	DIR5826776	4/22/2020	5/22/2020	651	-	-	-	-	651
Educational Development Corporation	DIR5826780	4/22/2020	5/22/2020	429	-	-	-	-	429
Studio 65 Dance Company	DS-5	4/22/2020	5/22/2020	150	-	-	-	-	150
MEL Science Ltd	EB202040512	4/5/2020	5/5/2020	279	-	-	-	-	279
MEL Science Ltd	EG202004214	4/21/2020	5/21/2020	314	-	-	-	-	314
El Dorado County office of Education	ELDO043020	4/30/2020	4/30/2020	177,561	-	-	-	-	177,561
Melanie Papworth	EMcClainSpring2020	4/7/2020	5/7/2020	270	-	-	-	-	270
Kovar's Satori Academy of Martial Arts	FEBMAY20BAUGHMA	4/10/2020	5/10/2020	1,180	-	-	-	-	1,180
Generation Genius, Inc	GG0026480	4/20/2020	5/20/2020	120	-	-	-	-	120
Hooked on Phonics	HOP1075	4/14/2020	5/14/2020	312	-	-	-	-	312
Wonder Crate	I099	4/1/2020	5/1/2020	81	-	-	-	-	81
Wonder Crate	I103	4/16/2020	5/16/2020	81	-	-	-	-	81
Elemental Science	IN-2193	4/21/2020	5/21/2020	80	-	-	-	-	80
Corrinne Carrabello	Inspire 68	4/6/2020	5/6/2020	100	-	-	-	-	100
Atlas Culinary Concepts	Inspire 70	4/16/2020	5/16/2020	125	-	-	-	-	125
The Serendipity Center for Leadership a	Inspire-CW W2020	4/16/2020	5/16/2020	1,565	-	-	-	-	1,565
EFSAC	inspire-Maceira-E 2020	1/23/2020	5/15/2020	221	-	-	-	-	221
EFSAC	Inspire-Maceira-I-2020	2/21/2020	5/15/2020	315	-	-	-	-	315
Bre Rice	INSTCSS202	4/14/2020	5/14/2020	459	-	-	-	-	459
Owlcrate Enterprises Inc	INV-0097	4/3/2020	5/3/2020	219	-	-	-	-	219
Owlcrate Enterprises Inc	INV-0098	4/3/2020	5/3/2020	232	-	-	-	-	232
Owlcrate Enterprises Inc	INV-0128	4/22/2020	5/22/2020	39	-	-	-	-	39
Owlcrate Enterprises Inc	INV-0134	4/22/2020	5/22/2020	113	-	-	-	-	113
Ereflect Pty Ltd	INV-20086	4/8/2020	5/8/2020	67	-	-	-	-	67
Evan-Moor	INV272584	4/9/2020	5/9/2020	32	-	-	-	-	32
PresenceLearning, Inc.	INV32599	4/6/2020	5/6/2020	733	-	-	-	-	733
Logic of English	INV8846	4/15/2020	5/15/2020	142	-	-	-	-	142
Logic of English	INV8852	4/15/2020	5/15/2020	186	-	-	-	-	186
Logic of English	INV8861	4/15/2020	5/15/2020	104	-	-	-	-	104
Logic of English	INV8896	4/23/2020	5/23/2020	38	-	-	-	-	38
Growing Healthy Children Therapy Serv	ITCS_2003	3/31/2020	4/30/2020	3,650	-	-	-	-	3,650
Melanie Papworth	LMcClainSpring2020	4/3/2020	5/3/2020	240	-	-	-	-	240
EFSAC	Inspire-Maceira-A2020	1/23/2020	5/15/2020	284	-	-	-	-	284
Kovar's Satori Academy	LYDAYAPRJUN20	4/24/2020	5/24/2020	507	-	-	-	-	507
MEL Science Ltd	MA202004042	4/4/2020	5/4/2020	279	-	-	-	-	279
Carrie Morris	MAATCS3SP20	4/23/2020	5/23/2020	1,192	-	-	-	-	1,192
AllGood Driving School, Inc	MAR2020	4/2/2020	5/2/2020	29	-	-	-	-	29

Cottonwood Charter

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Supported Life Institute	MAR2020-GS	4/3/2020	5/3/2020	199	-	-	-	-	199
AllGood Driving School, Inc	MAR2020CW	4/2/2020	5/2/2020	374	-	-	-	-	374
Lana Knyazev	MykPlan1_AM	4/4/2020	5/4/2020	360	-	-	-	-	360
Stephanie Morris	NL006	4/18/2020	5/18/2020	360	-	-	-	-	360
Stephanie Morris	NL007	4/18/2020	5/18/2020	60	-	-	-	-	60
Lana Knyazev	OlgPlan1_AM	4/4/2020	5/4/2020	480	-	-	-	-	480
Discount School Supply	P39413130101	4/2/2020	5/2/2020	79	-	-	-	-	79
Discount School Supply	P39423250101	4/11/2020	5/11/2020	202	-	-	-	-	202
Kristine A Cordell	PO 2020 Spr CW3	4/14/2020	5/14/2020	5,673	-	-	-	-	5,673
Charlotte Turner	SB1014	4/14/2020	4/14/2020	200	-	-	-	-	200
Charlotte Turner	SB1015	4/7/2020	4/7/2020	200	-	-	-	-	200
Blue Learning	SINV1425	4/22/2020	5/22/2020	200	-	-	-	-	200
On The GO Academy	Spr 2020-88	4/27/2020	5/27/2020	350	-	-	-	-	350
On The GO Academy	Spr 2020-90	4/27/2020	5/27/2020	175	-	-	-	-	175
The Science of Life / April Brennan	Spring 1 2020	4/10/2020	5/10/2020	8,295	-	-	-	-	8,295
KiwiCo, Inc	ST-IAEUI24Y	4/17/2020	5/17/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IC4PUPXY	4/14/2020	5/14/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-ICS4YL3I	4/20/2020	5/20/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-ICT4NY3A	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IDE2VDAI	4/14/2020	5/14/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IDMCCNJY	4/14/2020	5/14/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IDYMKG6Y	4/15/2020	5/15/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IDYOIZ2I	3/18/2020	5/2/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IEJUI5FQ	4/14/2020	5/14/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IEWCY6PQ	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IG66XZ6A	4/8/2020	5/8/2020	129	-	-	-	-	129
KiwiCo, Inc	ST-IGYVSY4Q	4/3/2020	5/3/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IH5AAMDA	4/8/2020	5/8/2020	291	-	-	-	-	291
KiwiCo, Inc	ST-IHCUPKVQ	4/14/2020	5/14/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IHH3RFII	4/14/2020	5/14/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IHOKJY3A	4/14/2020	5/14/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IHRE26GQ	4/3/2020	5/3/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IIDOYDIA	4/14/2020	5/14/2020	120	-	-	-	-	120
KiwiCo, Inc	ST-IIM5RKCA	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IIMSOJVA	4/8/2020	5/8/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IIUE6ULQ	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IYBSDYA	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IJBQF77Q	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IJEQBIUI	4/2/2020	5/2/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IJFBWO7A	4/8/2020	5/8/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IKBJTBZI	4/2/2020	5/2/2020	220	-	-	-	-	220

Cottonwood Charter

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
KiwiCo, Inc	ST-INA7IW6Q	4/8/2020	5/8/2020	172	-	-	-	-	172
KiwiCo, Inc	ST-INJKJKA	4/8/2020	5/8/2020	182	-	-	-	-	182
KiwiCo, Inc	ST-INO4JXCA	4/8/2020	5/8/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-INYK5TJQ	4/8/2020	5/8/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IOEAYBPA	4/8/2020	5/8/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IOKESCZQ	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IOQ2FYTQ	4/8/2020	5/8/2020	65	-	-	-	-	65
Auburn Gymnastics Center	TCS-011	4/3/2020	5/3/2020	1,360	-	-	-	-	1,360
Kovar's Laguna	TCS-kovarslag23	3/12/2020	4/11/2020	338	-	-	-	-	338
MEL Science Ltd	VR202004212	4/21/2020	5/21/2020	279	-	-	-	-	279
Kovar's Satori Academy of Martial Arts	WATAPRJUN200BI	4/24/2020	5/24/2020	537	-	-	-	-	537
History Unboxed LLC	wc-6733HU	4/7/2020	5/7/2020	169	-	-	-	-	169
History Unboxed LLC	wc-6741HU	4/7/2020	5/7/2020	261	-	-	-	-	261
History Unboxed LLC	wc-6967HU	4/20/2020	5/20/2020	169	-	-	-	-	169
History Unboxed LLC	wc-6970HU	4/20/2020	5/20/2020	169	-	-	-	-	169
Nicole Zagaroli	ZAGA040120	4/1/2020	4/1/2020	33	-	-	-	-	33
Melanie Papworth	ZMcSpring2020	4/3/2020	5/3/2020	270	-	-	-	-	270
Total Outstanding Payables in April				\$ 397,915.42	\$ -	\$ -	\$ -	\$ -	\$ 397,915.42

The Cottonwood School: Seat Based

Multi-Year Forecast

Revised 4/30/20

		2020-21	
		Budget	
Assumptions			
	LCFF COLA	-7.70%	
	Non-LCFF Revenue COLA	n/a	
	Expense COLA	2.00%	
	Enrollment	78.00	
	Average Daily Attendance	76.44	
			Notes
Revenues			
State Aid - Revenue Limit			
8011	LCFF State Aid	\$ 576,783	
8012	Education Protection Account	15,288	
8096	In Lieu of Property Taxes	136,453	
		728,524	
Federal Revenue			
8181	Special Education - Entitlement	9,096	
		9,096	
Other State Revenue			
8311	State Special Education	38,220	
8560	State Lottery	15,823	
		54,043	
Total Revenue		\$ 791,664	
Expenses			
Certificated Salaries			
1100	Teachers' Salaries	246,585	(4) Instructional staff
1300	Administrators' Salaries	140,000	(1) Principal
		386,585	
Benefits			
3101	STRS	71,132	
3311	Medicare	5,605	
3401	Health and Welfare	37,500	
3501	State Unemployment	2,450	
3601	Workers' Compensation	5,412	
		122,099	
Books and Supplies			
4100	Textbooks and Core Curricula	10,518	
4310	Office Expense	5,000	
4700	Food Services	500	
		16,018	
Subagreement Services			
5102	Special Education	22,932	\$3k/per SPED student
5105	Security	4,000	
5107	Instructional Services	55,416	7% ICS Fees
		82,348	
Operations and Housekeeping			
5300	Dues & Memberships	585	
5502	Janitorial Services	16,500	
5901	Postage and Shipping	250	
		17,335	
Facilities, Repairs and Other Leases			
5601	Rent	96,000	\$8k/month rent
5610	Repairs and Maintenance	2,000	
		98,000	
Professional/Consulting Services			
5802	Audit & Taxes	237	
5803	Legal	317	
5805	General Consulting	73	
5808	Printing	1,725	
5811	Management Fee	12,749	(1.75%) Charter Impact Fee
5812	District Oversight Fee	7,285	(1%) District Oversight Fee
		22,386	
Depreciation			
6900	Depreciation Expense	13,866	
		13,866	
Total Expenses		\$ 758,638	
Surplus (Deficit)		\$ 33,026	

2020-2021 School Calendar



NORTHERN CA INSPIRE FAMILY OF SCHOOLS

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Year Dates

Aug 3	Teachers Back to Work
Aug 17	First Day of School for Students
Jan 8	End of Semester 1
Jan 15	Report Cards Due
May 25	Last Day of School
Jun 2	Report Cards Due

Holidays

Sep 7	Labor Day
Nov 11	Veteran's Day
Nov 23-27	Thanksgiving Vacation
Dec 21-Jan 4	Winter Break
Jan 18	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 15	Washington Day
Mar 29-Apr 5	Spring Break
May 31	Memorial Day

School Events

May 7	Homeschool Showcase
May 26	8th Promotion & 12th Graduation

Learning Period Dates

LP1	8/17-9/18
LP2	9/21-10/16
LP3	10/19-11/13
LP4	11/16-1/8
LP5	1/11-2/11
LP6	2/16-3/12
LP7	3/15-4/15
LP8	4/16-5/25

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Events- Dates TBD

Regional Community Connections
Field Trips

School Accountability

Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

Testing Windows

Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Win, Spr	STAR 360

School Closed
 Teacher In Service Days
 Report Cards

Last Day of Semester 1
 First & Last Day of School

Tentative Bell Schedule for the 2020-2021 (64800)

The Cottonwood High School Bell Schedule

2-Block Day			
M, Tu, Th, F		Wednesday	
Advisory/Community Meeting	8:30-9:03am (33)	Advisory/Community Meeting	8:30am-9:01 (31)
Block 1	9:06am-11:35 am (149)	Block 1	9:04am-10:59 am (115)
Collaboration, Garden, Personal Reflection	11:38am-12:09am (31)	Collaboration, Garden, Personal Reflection	11:02am-11:34am (32)
Lunch	12:09am-12:44pm	Lunch	11:34am-12:09am
Block 2	12:47am-3:16pm (149)	Block 2	12:12am-2:07pm (115)
Closing	3:19pm-3:30pm (11)	Closing	2:10pm-2:25pm(15)
Total Instructional Minutes	373 daily		308 Wednesdays
3-Block Day			
M, Tu, Th, F		Wednesday	
Advisory/Community Meeting	8:30am-9:03am (33)	Advisory/Community Meeting	8:30am-9:00am (30)
Block 1	9:06am-10:46am (100)	Block 1	9:03am-10:33am (90)
Block 2	10:49am-12:29pm (100)	Block 2	10:36am-12:06pm (90)
Lunch	12:29pm– 1:04pm	Lunch	12:06pm-12:41pm
Collaboration, Garden, Personal Reflection	1:04pm-1:37pm (33)	Block 3	12:41pm-2:11pm (90)
Block 3	1:40pm-3:20pm (100)	Closing	2:14pm-2:25pm
Closing	3:23pm-3:30pm (7)		
Total Instructional Minutes	373 Daily		308 Wednesdays

**FIXED TERM EMPLOYMENT AGREEMENT
BETWEEN
THE COTTONWOOD SCHOOL & 5 HIGH SCHOOL ~~HOMESCHOOL~~ SITE -BASED TEACHER**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of The Cottonwood School (“The Cottonwood School”). The Board desires to hire employees who will assist The Cottonwood School in achieving the goals and meeting the requirements of the school. The parties recognize that The Cottonwood School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting The Cottonwood School in implementing its purposes, policies, and procedures.

WHEREAS, The Cottonwood School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. The Cottonwood School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* The Cottonwood School has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, The Cottonwood School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, The Cottonwood School is considered a separate legal entity from the District, which granted the charters. The District shall not be liable for any debts and obligations of The Cottonwood School, and the employee signing below expressly recognizes that he/she is being employed by The Cottonwood School and not the District.
3. Pursuant to Education Code section 47610, The Cottonwood School must comply with all of the provisions set forth in their charters, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. The Cottonwood School shall be deemed the exclusive public school employer of the employees at The Cottonwood School for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

Job Title: Site-based Classroom Teacher: To plan, organize and implement an appropriate instructional program in a secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal. Essential functions of the job may include but are not limited to the following:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
 - Develops schemes of work, lesson plans and tests that are in accordance with established procedures.
 - Instruct and monitor students in the use of learning materials and equipment.
 - Use relevant technology to support and differentiate instruction.
 - Manage student behavior in the classroom by establishing and enforcing rules and procedures.
 - Maintain discipline in accordance with the rules and disciplinary systems of the school.
 - Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
 - Maintain accurate and complete records of students' progress and development.
 - Update all necessary records accurately and completely as required by laws, district policies and school regulations.
 - Prepare required reports on students and activities.
 - Participate in department, school, district and parent meetings.
 - Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
 - Establish and communicate clear objectives for all learning activities.
 - Prepare classroom for class activities.
 - Provide a variety of learning materials and resources for use in educational activities.
 - Observe and evaluate student's performance and development.
 - Assign and grade class work, homework, tests and assignments. Other functions of the job include but are not limited to the following
 - Demonstrate preparation and skill in working with students from diverse cultural, economic and ability background
- Other functions of the job include but are not limited to the following:
- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
 - Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
 - Participate in appropriate professional activities.
 - Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.
 - Other duties as assigned.

~~Employee will perform such duties as The Cottonwood School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.~~

2. Term and Work Schedule

Subject to Section C, "Termination of Agreement" herein, The Cottonwood School hereby employs Employee for the term commencing on or after **July 1, 2020** and ending **June 30, 2021**. Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

The Cottonwood School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. ~~All teachers, with the exception of fine arts and science that live within 25 miles of an Enrichment Adventures will serve at that location at least once a month. All other teachers will provide online or in-person event service. Specific programs will have specific needs. Any question should be directed to the immediate supervisor.~~

~~Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with The Cottonwood School.~~

Work Schedule

The Employee will start the workday at 8:10 and end at 3:30.

3. Compensation

Employee will receive a salary schedule indicating yearly salary no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary salary schedule approved by the Board of Directors of The Cottonwood School charter school at which the employee is affiliated for any given school year.) The board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and positive performance. The salary schedule is based on what the board will deem to be reasonable targets. Salary changes will only be permitted at the end of the 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

4. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by The Cottonwood School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by The Cottonwood School in its sole discretion.

5. Performance Evaluation

Employee shall receive periodic performance reviews conducted by his/her supervisor in accordance with The Cottonwood School's evaluation policy.

Failure to evaluate Employee shall not prevent The Cottonwood School from disciplining or dismissing Employee in accordance with this Agreement.

6. Employee Rights

Employment rights and benefits for employment at The Cottonwood School shall only be as specified in this Employment Agreement, the Charter Schools Act and

The Cottonwood School's Personnel Handbook, which from time to time may be amended and modified by The Cottonwood School. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with The Cottonwood School.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

10. **Conflicts of Interest**

Employee understands that, while employed by The Cottonwood School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with The Cottonwood School.

11. **Outside Professional Activities**

~~The outside professional activities including consulting, speaking, and writing shall not occur during regular work hours. The Cottonwood School shall in no way be responsible for any expenses attendant to the performance of such outside activities.~~

12. **School Intellectual Property and Non-Competition**

Employee may during the course of [his/her] duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during [his/her] employment with Employer, or any time in the future, directly or indirectly:

- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during [his/her] employment;
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee his/her salary for fifteen (15) calendar days after termination occurs.
2. **Revocation/Nonrenewal of Charter:** In the event that The Cottonwood School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charters, and without the need for the process outlined in Section **b B** above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate

this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

D. NON-RENEWAL/EXPIRATION OF TERM. The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

E. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with The Cottonwood School on the terms specified herein.
2. All information I have provided to The Cottonwood School related to my employment is true and accurate.
3. This is the entire agreement between The Cottonwood School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning

the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

The Cottonwood School Approval:

Date: _____

Principal, The Cottonwood School

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cottonwood Charter School	Julie Haycock, Principal	julie@inspireschools.org (916) 568-9959	Insert Date of Adoption

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

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

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

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

- 3) Blended Instructional Model
 - Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
 - Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district-licensed online content resources (e.g., Edgenuity)
 - Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial

online equivalent, or needed adjustments

- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

Note: Please review portions highlighted in yellow and edit if you did not implement:

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicating the availability of community services and resources, including meals and childcare for students
- **Added social-emotional learning (See next section) to our curriculum,**
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- **Administered surveys to help identify new needs**

Approximately 37% of our students live in low-income households, and approximately 1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. **However, as mentioned, we nonetheless administered surveys to help identify new needs.**

We communicated our extended closure learning plan to families of our English learners (approximately 6%) in a language they understand to ensure meaningfully and equally participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most of our ELs can maintain English language development (ELD) supports during our extended closure. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

Approximately 7% of our students qualify for an individualized education plan (IEP). We will continue to monitor IEP goals and related services and support families and students via telephone or virtual meetings.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Note: Please review portions highlighted in yellow and edit if you did not implement:

Our COVID19 learning loss mitigation plan is composed of four components:

- 1) Identification of learning needs- **Through surveys and discussions,** we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.

- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.
- 3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students to continue their distance-learning format.
- 4) Addressing social-emotional needs- **We added social-emotional learning (SEL) to our curriculum.** We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff recently created a video conveying how much we missed students and sent it to each family. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. **We offer regular 10-15 minute check-in meetings** and office hours via telephone or internet to gauge the current social-emotional state of students.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Note: Need to edit this section if your school provides meals: As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

Provide a description of the steps that have been taken by the LEA to arrange for the supervision of students during ordinary school hours.

Note: Please review portions highlighted in yellow and edit if you did not implement:

We are a non-classroom-based independent study work charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. **Note: Need to change this if your school did not close or the close date is incorrect:** **Beginning on March 20, 2020, we stopped recording regular attendance on approved COVID-19 school closure days for apportionment purposes.** However, we began proactively reaching out to families and students to support and track participation and engagement in distance learning. Staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. We used translation applications such as TripLingo to translate texts as needed. **As mentioned, we initiated a technology needs survey to ascertain what students and families are need of technological devices to participate in our office hours.**

Additionally, we began offering **COVID-19 specific check-in meetings** and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the

new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who or are homeless or in foster care.

California Department of Education
May 2020

Proposal for Business Management Services





February 13, 2020

Ms. Julie Haycock, Principal
The Cottonwood School
7006 Rossmore Lane
El Dorado Hills, CA 95762

Dear Julie:

Thank you for the opportunity to submit a proposal for business management services for The Cottonwood School. We are honored to be considered for working more directly with you and your organization. Charter Impact provides a variety of business management services to charter schools and non-profit organizations nationally and we pride ourselves on our hands-on approach and top-notch customer service.

Our team is well-versed and experienced with the needs of charter schools, CMO's and complex organizational structures and we offer customized solutions accordingly. As you know, our company's style combines a professional and friendly feel, with personalized service being our number one priority. Our goal is to provide timely and accurate financial reporting as well as insight and guidance in a way that only an experienced financial professional and CPA can. We also focus on providing the professional development and tools necessary to empower board members and executives to make the best business decisions possible for their organization.

As The Cottonwood School experiences not only great successes but also inevitable challenges in the future, we would love the opportunity to support you with the most accurate and efficient advisement and service. We believe that utilizing the deep, nuanced expertise of an outsourced provider would be an asset, especially as the school navigates changes in the coming years. We feel confident that Charter Impact would be an excellent partner for Cottonwood, and that we can provide a competitively priced service offering with the highest qualifications and service capabilities.

Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner with your organization and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Spencer C. Styles'.

Spencer C. Styles, C.P.A., M.P.A.
President and CEO
Charter Impact, Inc.

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The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.

VALERIE BRAIMAH
EXECUTIVE DIRECTOR, CITY CHARTER SCHOOLS



Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. We stand with our clients, not behind them, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA's, finance experts, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

As **The Cottonwood School** continues its strategic focus on long-term sustainability and stability, it will be critical to have support from a team of professionals experienced in managing charter schools as well as affiliated non-profit organizations such as CMO's, facility holding companies and foundations. Having our team at your disposal will allow you to manage changes on the Cottonwood horizon effectively and efficiently, and we will work with you and your board to assist in the long-term strategic planning of the organization to ensure success.

We highly encourage you to contact our references.

From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.

Mission Statement

Our Vision

Charter Impact empowers mission-driven organizations to achieve their goals through personalized support in finance, operations and business management.

We accomplish this through enthusiastic collaboration within our team and with our clients to support their communities.

Core Values

DO GOOD

Make sure it's right for you, the client, and the company.

BE HONEST

Communicate with integrity and speak the truth.

SUPPORT EACH OTHER

Your teammates are as important as your clients.

SHARE YOUR IDEAS

Every one of us brings unique experiences to the team.

DEBATE IS HEALTHY

Speak up, presume positive intent, seek clarity, and work toward resolution.

GET UNCOMFORTABLE

Growth happens outside your comfort zone.

FOCUS

Distractions are ever-present; don't let them become stumbling blocks.

QUESTION THE STATUS QUO

Ask questions, present solutions, push the envelope, and then push it again.

EMBRACE CHANGE

This is not a static task, job or company, and you are not a static person.

KEEP LEARNING

Continuously expanding your abilities and skill-sets keeps you sharp and motivated.

START STRONG; FINISH STRONG

Give it your all and present your finished product with pride.

HAVE FUN

Your job is a worthy pursuit that impacts everyone around you. Enjoy yourself.

Client Success Stories

The stories below provide a recent sample of what we help our clients accomplish.



New \$38.5M School Facility

In the Fall of 2017, the *Palmdale Aerospace Academy* moved into its new 165,000 sq. ft. facility serving grades 6–12. Additional community demand for the school's innovative programs led to the planned addition of a new elementary school. Through Charter Impact's leadership and process management, the school secured a second tax-exempt bond issuance prior to opening the expanded grade levels and only a year after the initial bond issuance for the first facility. After successfully receiving a "BB" rating from Standard & Poor's, we achieved a 4.40% interest rate for the 30-year term. This is the equivalent of "BBB-" or "investment-grade" security. As a result, the school **funded \$350,000 in needed equipment without increasing its monthly payments**. The elementary school broke ground in October 2018 and began serving grades K-5 in the fall of 2019.



\$1.5M in Debt Reduced to \$0

Life Source International Charter School joined Charter Impact in September 2015 carrying \$1,500,000 in revenue anticipation notes due on September 20, 2015. Through a detailed review of the school's operations and a revision to the budget, we created and implemented a refinancing plan and monthly cash management tool which enabled the school to **completely eliminate its debt by May 31, 2016**. The school is now pursuing permanent financing to purchase a facility — something that was not previously possible.



Successful Appeals

Both *Julia Lee Performing Arts Academy* and *College Preparatory Middle School — La Mesa* faced an uphill battle on approval of their new charter petitions for the 2018–19 school year. After being denied at local levels, we stood and fought with both schools, creating detailed financial plans, responding to inquiries and presenting to the authorizers — Riverside County for *Julia Lee* and the State Board in Sacramento for *College Prep*. **Both schools won their appeals and are in the second year of serving their communities.**

References

DAVID BAUTISTA

Executive Director, Adelante Charter School
Santa Barbara, California
dbautista@sbunified.org | 805.966.7392

BRENT BISHOP

Director, Highland Academy Charter School
Beaumont, California
brentbishop@highland-academy.org | 951.266.0220

VALERIE BRAIMAH

Executive Director, City Charter Schools, Inc.
Los Angeles, California
vbraimah@citycharterschool.org | 818.877.3557

CHRISTINA CALLAWAY

Director of School Business, College Prep Middle School
La Mesa Spring Valley, San Diego, California
ccallaway@mycpms.net | 619.303.2782

RAUL CARRANZA

Superintendent of Schools, TEACH Public Schools
Los Angeles, California
rcarranza@teachpublicschools.org | 323.754.5500

SARA JORDAN

Executive Director, Pathways Charter School
Rohnert Park, California
sara.jordan@pathwayscharter.org | 707.585.6510

KRISTIN KRAUS

Director of Finance and Operations, SOAR Charter Academy
San Bernardino, California
kkraus1389@gmail.com | 909.888.3300

TERRI MARTIN

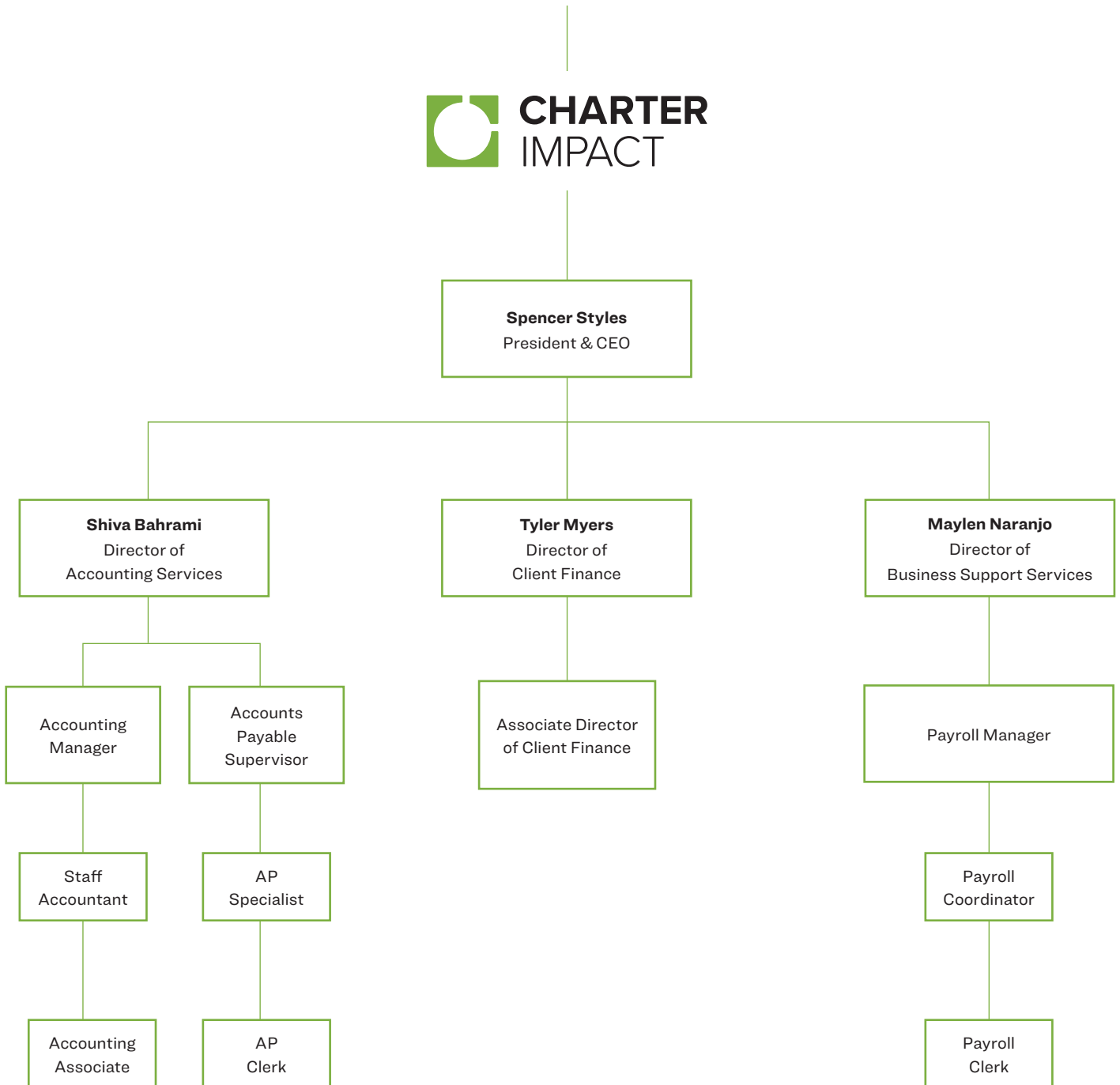
Business Director, Aspen Public Schools
Fresno, California
terri.martin@aspenps.org | 559.225.7737

Financials are accurate and on-time. District and State compliance reporting has never been submitted past a deadline. Charter Impact is prompt and extremely professional.

TERRI MARTIN

BUSINESS DIRECTOR, ASPEN PUBLIC SCHOOLS (FRESNO, CA)

School's Proposed Support Team



Team Bios

Below you will find bios for members of our team who will be working directly with your organization. For more information on the rest of our leadership team, please visit our website at www.charterimpact.com.

SPENCER STYLES, C.P.A., M.P.A.

President & CEO



As President and CEO, Spencer spearheads Charter Impact's initiatives and is responsible for the long-term growth and sustainability of the company. In addition to internal operations oversight, Spencer guides new schools through the start-up and

grant application process, directs and manages the strategic growth of existing schools, and bolsters established schools in their navigation and execution of facility financing.

Prior to Charter Impact, Spencer was the Vice President of Finance for Alliance College-Ready Public Schools, a network of 28 free public high schools and middle schools serving over 12,000 students in low-income communities in California with historically under-performing schools. His primary areas of concentration included maintaining all accounting systems, designing and implementing the internal control framework, developing cash flow projections and forecasts for organizational growth, and providing guidance on fiscal best practices.

Before working in the charter school world, Spencer was a practitioner in public accounting for several years and has experience leading audits and reviews of privately-held companies, publicly-traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided a wide variety of technical consulting including litigation support, due diligence testing for mergers and acquisitions, internal control design and implementation, stock option valuation and Sarbanes Oxley Section 404 compliance and implementation.

Spencer earned a Bachelor of Business Administration in Accounting with a minor in Mathematics, and a Master of Professional Accountancy degree with an emphasis in Finance, both from the University of Wisconsin-Whitewater. He is an actively licensed CPA.

TYLER MYERS

Director of Client Finance



Tyler comes to Charter Impact with a strong background in non-profit organizations, start-up environments, project management, budgeting, forecasting, and process development.

Prior to joining Charter Impact, Tyler was the Finance Manager for a Vorwerk and Co. U.S. division start-up where he was instrumental in helping to grow the company from 5 employees to over 50. He led the charge in creating a fully operational Finance and Accounting department by hiring and training staff, implementing new scalable processes and systems, and developing the company's budgeting and forecasting model. Additionally, he led numerous successful projects there, including a global ERP implementation involving members from Singapore, Germany, and the United States.

Before Tyler was a Finance Manager, he worked for a local Los Angeles non-profit Community Development Corporation (CDC), helping fund small businesses in the metropolitan area in order to create new jobs and give back to the community. During his time with the CDC, he trained numerous staff, developed and improved both internal and external reporting, managed several of the company's annual audits, and ensured the accuracy and timeliness of government grant billings.

Tyler has a strong passion for public education that was strongly influenced by the education-focused environment of his childhood; his mother was a teacher and principal administrator for 34 years. During his college years, Tyler volunteered his time as a mentor, helping students in grade school classes.

Tyler graduated with a Bachelor of Science degree in Accounting with a minor in Philosophy and a Master of Accountancy degree, both from Southern Illinois University Carbondale, home of the Salukis.

SHIVA BAHRAMI, M.B.A.

Director of Accounting Services



Shiva brings over 25 years of finance and accounting experience to Charter Impact. In her current role, she spearheads Charter Impact's core service model, by leading all accounting and reporting related functions with a focus on team leadership

and development, quality, timeliness, and process improvement.

Prior to Charter Impact, Shiva was the Director of Financial Services for California State University of Northridge, where they serve over 40,000 students. Although her priority focus was mainly to oversee accounting, payables, receivables, payroll, funds and cash management, Shiva also served as the treasurer of the board for CSUN's real estate business and a member of BASC (Business Administration of Systems Committee), where she developed and implemented automated workflows to aid in efficiencies.

Prior to CSUN, Shiva served as the Chief Financial Officer at Parsons Federal Credit Union, overseeing assets of over \$250 million. During her almost five-year tenure there, she helped the credit union increase their annual investment income by \$1M by adding new investment instruments and increased the credit union's loan portfolio by 9%. While there, she was also the chairman of both ALCO (Asset and Liability Committee), and the Pricing Committee.

For the past six years, Shiva has been personally involved with charter world, as her two young children attend a local charter school. She is a passionate supporter of the charter concept and its potential to make a positive difference in the lives and outcomes of students, and she is proud to vigorously support her school and charter community.

Shiva earned a Bachelor of Science in Accounting from DeVry University and a Master of Business Administration with an emphasis in Finance from Keller Graduate School in Long Beach, CA.

MAYLEN NARANJO, M.B.A.

Director of Business Support Services



Maylen is responsible for the oversight and management of Client onboarding, Client training and Payroll support at Charter Impact.

She has been working with charter schools in several capacities for over a decade.

In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC's Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel.

She continues that work at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company's mission and our expanding team.

Maylen is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.

Services Proposed

Charter Impact's array of services provides all of the support that you would expect from an in-house finance/accounting department, plus student data services. Our services include not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more.

A basic description of our services are as follows:

Business Management Services

1. IMPLEMENTATION AND TRAINING

- + Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- + Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- + Review existing contracts for terms, requirements and school responsibilities
- + Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- + Provide training in specific processes and procedures to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- + Provide training to new and/or existing board members on:
 - Charter school funding - including drivers, calculations, restrictions and cash flow timing,
 - Reading and interpreting financial reports, and
 - Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- + Review all invoices sent to Charter Impact for proper approval and coding
- + Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- + Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- + On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).

3. ACCOUNTS RECEIVABLE PROCESSING

- + Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct

- + Work directly with governmental agencies to resolve any issues or discrepancies identified
- + Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- + Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- + Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- + Alert management immediately to any irregularities, un-reconciled amounts, or missing documentation
- + Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- + Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- + On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- + On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- + Plan and manage payment of outstanding debt as needed
- + Prepare all financial reporting necessary for renewal of loans or lines of credit
- + Present line of credit status to board and obtain board resolutions as needed
- + Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- + Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- + Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- + Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- + Offer a menu of report options for the monthly financial reports including, but not limited to:
 - Monthly summary by financial section with bulleted highlights for presentation purposes
 - Monthly Cash Flow Forecast and comparison to approved budget
 - Budget vs. Actual Report (both current month and year-to-date)

- Schedule of Revenue and Expenses by Period
- Comparative Statement of Financial Position
- Combining/Consolidating Statements of Activities and Financial Position
- Statement of Cash Flows (both current month and year-to-date)
- Accounts Payable/Receivable Aging
- Check Register(s)
- General Ledger Detail
- Other customized reports as requested by the school, executive team or board
- + On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
- + Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
- + On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- + Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- + Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- + Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- + Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- + Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - Prepare regular financial reporting (budget and interims)
 - Provide ad hoc financial documents and reports as requested
 - Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- + Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- + Work with school staff on an annual basis to create a 5-year budget and cash flow projection to ensure proper future planning
- + Provide a monthly budget and cash flow report to monitor the cash balance and protect against

the gap caused by revenue and expenditure seasonality

- + Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- + Maintain electronic records of all transaction support
- + Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- + Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- + Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- + Prepare and report sales and use tax returns
- + Provide any and all information necessary for the preparation and submission of Form 990

NOTE: Payroll tax reporting is included in the payroll processing section below

12. STRATEGIC PLANNING

- + Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- + Provide second opinions and act as sounding board for school management and the Board on business and financial matters

The Charter Impact team has been extremely attentive and patient. They are willing to go above and beyond so we truly understand our budget and how funding works.

KRISTIN KRAUS
DIRECTOR OF FINANCE & OPERATIONS, SOAR CHARTER ACADEMY

Payroll Processing and Retirement Reporting

Payroll is one of the most critical areas of an organization's business office. Our payroll team is well versed in charter school payroll issues and has the depth of experience to handle any and all processing nuances that inevitably arise.

1. PAYROLL PROCESSING

- + Maintain employee static pay information in a payroll database
- + Process status updates, new hires, terminations, and/or informational changes in payroll system
- + Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- + Process supplemental payroll runs such as the following:
 - Involuntary termination - check will be prepared ahead of time and provided to the school on the termination date
 - Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - Scheduled bonuses/stipends
 - Additional unscheduled/emergency payroll runs
- + Process and pay all federal and state payroll tax payments according to required guidelines
- + Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- + Prepare, review, and distribute W-2s to all employees

2. RETIREMENT AND OTHER REPORTING

- + Process and submit monthly STRS and PERS reports to the third-party administrator (i.e. Hess and Assoc.) or County office
- + Submit payment via ACH or cashier's check within the requisite timeframe for pension contributions
- + Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments and provide 403(b) census information to third-party administrator
- + Submit compensation reports to State Controller and Bureau of Labor Statistics, if applicable

3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM

- + All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- + In addition to entering time, employees can also electronically:
 - request time off
 - make changes to their addresses and W2s
 - access their historical paystubs

4. GENERAL SUPPORT

- + Provide support and assistance with creation of internal processes and procedures, forms and tracking systems

Term and Fees

The term of the initial contract would be from July 1, 2020 through June 30, 2023. Proposed fees for services are as follows:

1

Implementation and Set-Up

For The Cottonwood School, we will waive our standard implementation and set-up fee for time spent on the initial set up, accounting system customization, updated cash flow forecast and process implementation.

2

Business Management Services

Variable fee of 1.75% of total revenue for each reporting entity.

3

Payroll Processing and Retirement Reporting

Payroll processing	\$100 base plus \$2.75 per employee per pay period
Garnishment reporting	\$2.50 per occurrence
New employee reporting	\$3.50 per occurrence
Payroll delivery via FedEx	\$35.00 per occurrence per 50
Quarterly/Annual Reporting	\$20.00 per occurrence
Form W-2 or 1099 (for contractors paid via payroll)	\$5.75 each

Note: For 50 employees paid semi-monthly, costs would average \$500 per month

This proposal is valid for 90 days.



Law office of
Jennifer McQuarrie

P: 805.252.1080
F: 888.900.3407
mcquarrielaw@gmail.com

May 11, 2020

VIA E-MAIL

Ms. Julie Haycock
The Cottonwood School
7006 Rossmore Lane
El Dorado Hills, CA 95762

Dear Julie:

Thank you for reaching out to me to provide a new engagement letter for The Cottonwood School ("Cottonwood"). This letter will confirm the terms under which Cottonwood will engage me.

Billing and Rates.

My fees for legal services are \$220.00 per hour, plus any expenses that may be incurred, such as filing fees, copying costs, postage, courier service charges and related expenses. In the event that Cottonwood is a party to litigation, these expenses could also include deposition fees, expert fees, and other costs related to litigation. In some instances, third party vendor bills may be forwarded to Cottonwood for payment directly.

I will bill Cottonwood approximately monthly depending upon the amount of work that was done on Cottonwood's file during that period. If you ever have a question about my bill, please contact me to discuss it. Monthly statements are due upon receipt. Finance charges will be applied to amounts over 30 days past due.

I will charge actual reimbursement for any necessary travel expenses, such as airfare, mileage, hotels if required, and other expenses if I travel at Cottonwood's request. The actual time I spend traveling will be charged at \$150.00 per hour.

Cottonwood and I may agree upon a fixed price for certain projects, which will be agreed upon in advance of any work performed on such projects. In addition, I reserve the right to raise my hourly rate, with prior written notice to Cottonwood.

Retainer.

At this point, I do not anticipate requiring a retainer prior to services being rendered. But, a retainer may be required in the future.

If a retainer is later required, I will provide Cottonwood with a monthly statement of fees, costs and expenses. After I email Cottonwood the statement, I will apply the funds of the retainer to the fees

Ms. Julie Haycock

May 11, 2020

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earned, costs and expenses incurred. Cottonwood are also responsible for paying fees, costs and expenses in excess of the funds that I hold. Should my fees exceed the retainer, I may bill Cottonwood monthly for additional fees and expenses.

Any unused portion of any retainer will be returned to Cottonwood promptly upon completion of my services.

Conflicts of Interest.

I will not, without appropriate consent, represent any party if there is a conflict of interest with any of my other clients. In order to avoid conflicts of interest, I search my records to determine whether I represent any opposing parties. Please inform me at once of any additional persons or entities who may be involved in any matter I am handling.

Confirmation of Agreement.

I may send Cottonwood documents, correspondence and other information during my representation. These copies will be for Cottonwood's files. I will attempt to send most documents electronically. I will keep a copy of the information in my office as well. It is important that I have the current electronic email address and phone number for purposes of timely communication. It is also important that Cottonwood cooperate with me during any time that I am providing services to Cottonwood.

Please confirm Cottonwood's agreement to the terms of this letter by signing a copy of the authorization on the next page and send a copy back to me via email or facsimile. I will endeavor to represent Cottonwood promptly and efficiently, and I hope for a mutually satisfactory relationship.

Very truly yours,

/Jennifer McQuarrie/

Jennifer L. McQuarrie

Ms. Julie Haycock

May 11, 2020

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I, Julie Haycock am authorized to enter into this engagement agreement on behalf of The Cottonwood School and understand and agree to the terms of the representation as outlined in this letter.

Julie V. Haycock

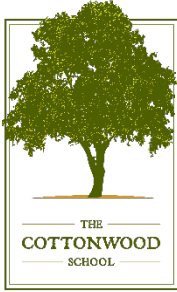
By: Julie Haycock

Date: 5.16.20



Classified Salaries 2020-21

		1	2	3	4	5	6	7	8	9	10
Office Tech 1	Hourly	\$15.024	\$15.385	\$15.745	\$16.226	\$16.707	\$17.308	\$17.788	\$18.269	\$19.471	\$20.072
	Annual	\$31,250	\$32,000	\$32,750	\$33,750	\$34,750	\$36,000	\$37,000	\$38,000	\$40,500	\$41,750
Office Tech 2	Hourly	\$18.029	\$18.510	\$19.111	\$19.591	\$20.072	\$20.673	\$21.274	\$21.875	\$22.476	\$23.077
	Annual	\$37,500	\$38,500	\$39,750	\$40,750	\$41,750	\$43,000	\$44,250	\$45,500	\$46,750	\$48,000
Office Tech 3	Hourly	\$19.231	\$19.832	\$20.433	\$21.034	\$21.635	\$22.296	\$22.957	\$23.678	\$24.399	\$25.120
	Annual	\$40,000	\$41,250	\$42,500	\$43,750	\$45,000	\$46,375	\$47,750	\$49,250	\$50,750	\$52,250
Office Tech 4	Hourly	\$24.038	\$24.760	\$25.481	\$26.322	\$27.043	\$27.885	\$28.726	\$29.567	\$30.409	\$31.250
	Annual	\$50,000	\$51,500	\$53,000	\$54,750	\$56,250	\$58,000	\$59,750	\$61,500	\$63,250	\$65,000
Coordinator	Annual	\$65,500	\$67,500	\$69,500	\$71,500	\$73,500	\$75,600	\$77,500	\$79,500	\$81,500	\$83,500
Manager	Annual	\$81,000	\$83,000	\$85,000	\$87,000	\$89,000	\$91,000	\$93,000	\$95,000	\$97,000	\$99,000



Suicide Prevention Policy

The Cottonwood School is committed protecting the health and well-being of all The Cottonwood School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

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

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Outline Key Terms and Definitions of Suicide Prevention
4. Identify Risk Factors and Protective Factors
5. Outline the Warning Signs of Suicide
6. Outline How to Respond to the Warning Signs of Suicide
7. Explain Suicide Discussion/Communication for Parents and Children.
8. Outline the Process for Assessment and Referral
9. Outline the Process for Implementing the Policy
10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. **Purpose:** The Cottonwood School recognizes that:
 - a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
 - b) further recognizes that suicide is a leading cause of death among young people,
 - c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, The Cottonwood School hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

- 2. Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, The Cottonwood School faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

- 3. Student Participation and Education:** The Cottonwood School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Cottonwood School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

3.4. Key Terms and Definitions:

- ***At Risk*** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

- **Mental Health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a student^[SEP] who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- **Suicidal Behavior** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- **Suicide Contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- **Suicidal Ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4.5. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether

- or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
 4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
 5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
 6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
 7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
 8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

5.6. Warning Signs of Suicide: It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self

- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking. Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die. Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:*
 - Feeling anxious or agitated
 - Sudden reckless behavior
 - Significant changes in sleep behavior (hardly sleeping, sleeping too much)
 - Withdrawing or isolating from others
 - Talking about feeling trapped
 - Talking about pain feeling unbearable
 - Talking about being a burden to others
 - Increased use/abuse of alcohol or drugs
 - Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6.7. Responding to the Warning Signs: The most important thing you can do is *take the person seriously*. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, “Are you thinking of ending your life?” or “Are you considering killing yourself?” Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine how significant the risk. The more developed the person’s suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, “No,” continue to be with the person and give support and stay in touch for the next few days, repeating the above process.
- If the person says, “Yes,” and has a plan and access to lethal means, do not leave the person alone. Get a professional involved. ***Immediately contact a local mental health professional, law enforcement, a local hospital emergency department, and/or the National Suicide Prevention Lifeline (1-800-273-8255).***
- Provide any relevant information you may have about the person to those who are managing the crisis.
- Keep in contact with the person after the crisis and provide ongoing care and support.
- Draw on other leaders and volunteers in your home and school community to provide support
- If a person ever asks you to keep their suicidal feelings or thoughts secret, refuse. The most loving response to someone feeling suicidal is getting them the help they need. A life is at risk. *If the risk of chronic/not immediate:* ^[L]_[SEP] Sometimes people may display warning signs of suicide or *feel* suicidal but not have any plans to actually commit

suicide. Their risk may be low, but their suicidal feelings or thoughts are still causing significant distress in their lives. Even though their risk of actually attempting suicide is low, you should still reach out and do your best to support them. Here are some ways you can do so:

- Ask them directly about their feelings and thoughts. You'd be surprised how willing some people are to talk about their suicidal urges. It might even be a relief for them to have someone to talk to about those urges. The Help Guide gives the following suggestions for starting such a conversation:
 - Help Guide, "Suicide Prevention: How to Help Someone who is Suicidal," <http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal>
 - *Ways to start a conversation about suicide:* I have been feeling concerned about you lately. Recently, I have noticed some differences in you and wondered how you are doing. I wanted to check in with you because you haven't seemed yourself lately.
 - *Questions you can ask:* When did you begin feeling like this? Did something happen that made you start feeling this way? How can I best support you right now? Have you thought about getting help?
 - *What you can say that helps:* You are not alone in this. I'm here for you. You may not believe it now, but the way you're feeling will change. I may not be able to understand exactly how you feel, but I care about you and want to help. When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

Educate yourself about suicide. Study more about suicide, its causes, and how to show love to someone who struggles with it.

Do not talk about suicidal people as if they are "crazy" or "insane." Use words that will not make them feel like isolating themselves even more. Most suicidal people are not clinically psychotic. They might be grief-stricken or depressed, but do not make them feel like they should be locked up in an asylum.

Help the person find professional assistance. Offer to help them find a counselor or therapist; offer to help fill out forms for applying to your county or state's mental health care system.

Encourage positive lifestyle changes, such as exercising more. Start small: for example, invite the person to going for a walk or hiking with you on the weekend.

Help the person make a safety plan. Help the person develop a set of concrete and specific steps they promise to follow if they feel particularly suicidal. The plan should include things they promise to avoid (alcohol, drugs, etc.) and things they promise to do instead (call you, call another friend or therapist, etc.).

If necessary, have the person temporarily give you anything that they could use to commit suicide, such as unneeded, extra medications, razors, knives, etc.

Continue to stay in touch and support the person over the long-term. Repeat the above steps as needed.

7.8. For Parents- Suicide Discussion/Communication: Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people

feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.

- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

A number of factors may contribute to a person becoming depressed; genetic predisposition and stressful life events can certainly play a role, but sometimes depression can occur without an obvious cause. This means that **anyone can become depressed**, even those who seemingly have every reason to be happy.

Depression commonly affects your thoughts, your emotions, your behaviors, and your overall physical health. Experiencing any one of these symptoms on its own does not constitute depression; a diagnosis of depression requires several of these symptoms to occur for at least two weeks. Here are some of the most common symptoms that point to the presence of depression:

- **Feelings:**
 - Sadness
 - Hopelessness
 - Guilt
 - Moodiness
 - Angry outbursts
 - Loss of interest in friends, family, and favorite activities
- **Thoughts:**
 - Trouble concentrating
 - Difficulty making decisions
 - Trouble remembering
 - Thoughts of harming oneself
 - Delusions and/or hallucinations can also occur in cases of severe depression
- **Behaviors:**
 - Withdrawing from people
 - Substance abuse

- Missing work, school, or other commitments
- Attempts to harm oneself (e.g., cutting)
- **Physical/Somatic Problems:**
 - Tiredness or lack of energy
 - Unexplained aches and pains
 - Changes in appetite
 - Weight loss or gain
 - Changes in sleep – sleeping too little or too much

If you are experiencing symptoms of depression, it is important to **talk to a trusted adult** (parent, teacher, counselor, coach, or clergy) or doctor so that you can get the help you need. **Depression does not go away on its own, but with the appropriate help it can be treated.** Studies show that more than 80% of people with depression can feel better with talk therapy (counseling) and/or medication. Maybe you have noticed that your friend has not been acting like themselves lately and you are worried about whether or not they are really “fine” after all. If you think a friend may be depressed, show them you care by reaching out. Give yourself time to talk in a private, comfortable place. Honestly share what you have noticed (changes in behavior, things they have said or done) and ask them how they are feeling. Let them know that you are asking them because you care, because you want them to feel better, and because there is help. Let them know that there is hope and help available, and support them to get the help they need. If you don’t feel comfortable asking your friend, share your concerns with a trusted adult who can. Talking about mental health can be difficult, but reaching out and getting help for depression is one of the most courageous, important things you can do for yourself or for a friend. **It might even save a life.**

- Resources at home or outside school:
 - Talk to a parent or older relative
 - Call your pediatrician or physician
 - Talk to a trusted adult, teacher, or guidance counselor
 - National Suicide Prevention Lifeline: 800-273-8255
 - If someone is in immediate danger, **call 911. *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you’ve allowed others to show they care.***

8.9. Assessment and Referral: When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or

intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- The Cottonwood School will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.

- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- A referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crises and are knowledgeable about the school and community-based resources.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or neighbor.*

9.10. Prevention: School Policy Implementation: A suicide prevention coordinator shall be designated by The Cottonwood School Administration. This may be an existing staff person,

such as a School Counselor or School Psychologist. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for suicidal thoughts and behavior. Bully-victims (those who report both bullying others and being bullied) are at the highest risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving

resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment.

The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop with the student a safety plan.

Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process.

A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media).

If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

Please Remember:

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for police evaluation of the individual. If the person is a danger to self or others, the officer can transport the person to a hospital where he or she may be held.

Postvention. Following a suicide, school communities must strike a delicate balance. Students should have an opportunity to grieve, but in a way that does not glorify, romanticize or sensationalize suicide, which may increase suicide risk for other students.



Confirm facts. Confirm the facts related to the death with the family and/or police. Inform other schools in the district with students related or close to the deceased. Contact the family to offer condolences, ask what the school can do to help, offer resources, and to discuss communication with the school community. Protect and gather the personal effects of the deceased for the family and/or the police. Pay close attention to other students (and staff) who may also be at risk of suicidal behavior.

Resources needed. In some situations, schools may have adequate resources to handle the aftermath of a suicide. However, it is critical that schools assess the impact of the suicide on the school community to determine the level of postvention support needed. Factors to consider include how well known the student was, if the suicide was public (e.g., occurred at a school event), and/or if the deceased had shared his/her suicidal intentions with others (particularly to large numbers of other students via social media). These factors generally increase the impact and thus the potential postvention needs of members of the school community.

Contagion. Suicide contagion occurs when suicidal behavior is imitated. The effect is strongest among adolescents: they appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. Guilt, identification, and modeling are each thought to play a role in contagion. Sometimes suicide contagion can result in a cluster of suicides. Studies indicate that 1-5% of all suicides within this age group are due to contagion (100-200 teenage cluster suicides per year).

Suicide postvention strategies designed to minimize contagion include avoiding sensationalism or giving unnecessary attention to the suicide, avoiding glorifying or vilifying of suicide victims, and minimizing the amount of detail about the suicide shared with students.

If there appears to be contagion, school administrators should consider taking additional steps beyond the basic crisis response, including stepping up efforts to identify other students who may be at heightened risk of suicide, collaborating with community partners in a coordinated suicide prevention effort, and possibly bringing in outside experts.

Memorials. Memorials in particular run the risk of glamorizing suicide and should thus be implemented with great care. Living memorials are recommended such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing opportunities for service activities in the school that emphasize the importance of student's taking care of each other.

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.**
- **Reality – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.**
- **Reaction – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.**
- **Recovery – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.**

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

The following steps should be implemented after a **mental health crisis** has happened:

- **Treat every threat with seriousness and approach with a calm manner, make the student a priority;**
- **Listen actively and non-judgmental to the student. Let the student express his or her feelings;**

- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

The following steps shall be implemented upon **re-entry to school after a suicide attempt**:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

10.11. Resources for Parents, Students and Staff Members on Suicide Prevention:

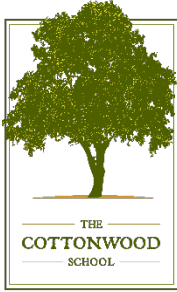
- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>
- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642

- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place** - www.healthyplace.com
- **Jed Foundation** - www.jedfoundation.org
- **National Federation of Families for Children's Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline** - www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH)** - www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA** - www.spanusa.org
- **Suicide Prevention Resource Center (SPRC)** - www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. *Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family.* 2002.
- Rapee, Ronald et al. *Helping your anxious child: A step by step guide.* 2000.
- Manassis, Katharina & Levac, Anne Marie. *Helping your teenager beat depression: A problem-solving approach for families.* 2004.
- Lezine, DeQuincy and Brent, David. *Eight Stories Up: An Adolescent Chooses Hope over Suicide.* 2008.
- Bourne, Edward. *The Anxiety & Phobia Workbook.* 2005.
- Riera, Michael. *Uncommon Sense for Parents with Teenagers.* 2004.

- Phelan, Thomas. *Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds.* 1998.
- Sachs, Brad. *The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied.* 2001.
- Apter, Terri. *The Confident Child: Raising Children to Believe in Themselves.* 1997.
- Book Resources for Teens: Mental Health and Resilience
- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens.* 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy.* 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger.* 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun.* 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens.* 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame.*
- Peter A. Levine, *Waking the Tiger: Healing Trauma*



Suspension and Expulsion Policy

The Cottonwood School is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
- ~~12. Identify a Student's Right to Appeal~~
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does

not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but

not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

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

3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property (as used in this policy, “school property” includes, but is not limited to, electronic files and databases).
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

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

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

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~the student's his or her~~ age, or for a person of ~~that student's his or her~~ age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student's his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~that student's his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~that student's his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iv. **An act of cyber sexual bullying. (48900(r)(2)(A)(iii).**

- (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- (b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~○ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
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- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by

creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~that student’s his or her~~ age, or for a person of ~~that student’s his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student’s his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iv. **An act of cyber sexual bullying. (48900(r)(2)(A)(iii).**
 - (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - (b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

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

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

At the conference, the student shall be informed of the reason for the disciplinary action, ~~and~~ the evidence against ~~that student home-or-her~~, ~~the other means of correction that were attempted before the disciplinary action~~, and shall be given the opportunity to present ~~that student's his-or-her~~ version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. **If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.**
- **Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.**

5. Authority to Expel: A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel

should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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

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

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

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

7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:** The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the

complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- 8. Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 9. Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

- 10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel,

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

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

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

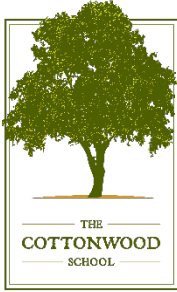
~~**12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.~~

13. Expelled Students/Alternative Education: Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

15. Readmission: The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board

following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.



Field Trip Policy

The Governing Board of The Cottonwood School recognizes that school-sponsored trips are an important component of a student's development. These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. School-sponsored field trips may be conducted in connection with The Cottonwood School's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or cocurricular activities.

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

1. Outline the Requirements for a Field Trip
2. Explain Supervision, Chaperone and Guest Policies
3. Explain Accommodation Options for Special Education Students
4. Identify Student and Family Responsibilities While Attending Field Trips
5. Identify Transportation Options for Field Trip Attendance

1. Requirements for a Field Trip: No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based or those that are specifically approved by the Governing Board of The Cottonwood School (such as multi-day trips, or those costing The Cottonwood School in excess of \$XXX per pupil). The Executive Director of The Cottonwood School shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. Executive Directors may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of enrichment funds available for that student. The teacher of records is responsible for mapping out a child's field trip plan for the year to enhance the child's educational plan.

- 2. Field Trip Supervision:** Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by The Cottonwood School, if applicable, The Cottonwood School will pay for the costs of admission for one chaperone for each four (4) children in a family and enrolled in The Cottonwood School. If applicable, The Cottonwood School will pay for the costs of admission for an additional chaperone for additional children in a family and enrolled in The Cottonwood School in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds. The Cottonwood School will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in The Cottonwood School at all times during a school-sponsored trip. Chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they assume full responsibility for their behavior and, with approval of the Executive Director.

The organizing teacher shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Organizing teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the organizing teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the organizing teacher.

- 3. Accommodations:** If a family requires special accommodation due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the family may request accommodation from the Executive Director.
- 4. Student and Family Responsibilities:** All persons making the field trip or excursion shall be deemed to have waived all claims against The Cottonwood School or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents and guardians taking any field trip or excursion shall sign a statement waiving all claims.

All students on a school-sponsored trip are under the jurisdiction of The Cottonwood School and shall be subject to school disciplinary rules and regulations.

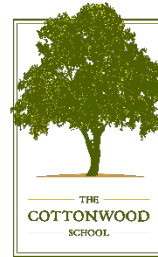
Before a student can participate in a school-sponsored trip, the organizing teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

- 5. Transportation:** Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the field trip starts. The organizing teacher will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The organizing teacher shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Organizing teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the organizing teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the organizing teacher.

VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **The Cottonwood School** ("School"), a California nonprofit public corporation **that operates a public charter school** and _____ ("Vendor").



RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[INSERT DATE]** ~~until June 30, 2020 (the "Initial Term")~~. **[INSERT DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under

the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.

- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.
- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.

- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through **School's issuance of** an Enrichment Certificate. School is not responsible **to pay for any the** costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **[INSERT CONTACT INFORMATION]**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.
- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.

- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents. ~~Vendor shall further maintain at its own expense any permits, credentials, certifications and/or licenses necessary to provide the Services and shall provide any training necessary for its employees, contractors, and agents to perform all Services under this Agreement.~~

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. **Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.**
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. **Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission.** Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must **immediately** notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. ~~If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.~~ If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: **To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.**
- f. Training: **Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement**

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
 - i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior

written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. **Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission.** Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.

- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining

provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor:

(Please fill in with your information)

Business: _____

Name: _____

Title: _____

Address: _____

Email: _____

Phone: _____

If to School:

[INSERT CONTACT]

Vendor Administrator

[INSERT ADDRESS]

[INSERT EMAIL ADDRESS]

[INSERT PHONE NUMBER]

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of

the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

THE COTTONWOOD SCHOOL

VENDOR

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

EXHIBIT A
Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Grade Level and Price:

\$ _____ Per _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

\$ _____ Per _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

\$ _____ Per _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

Cancellation & Refund Policy

Services that are not rendered are subject to a full refund. Refunds must be credited back to the school.

Name of Owner/Director: _____

Signature: _____ **Date:** _____