

Regular Scheduled Board Meeting

Date and Time

Tuesday September 15, 2020 at 6:00 PM PDT

Location

7006 Rossmore Lane El Dorado Hills, CA 95762

Zoom Link: https://zoom.us/j/93801736931

Meeting ID: 938 0173 6931 Join by Phone: +1 (669) 900-6833

Agenda Purpose Presenter Time 6:00 PM I. Opening Items A. Record Attendance 1 m B. Call the Meeting to Order 1 m C. Public Comments 2 m Limited to Closed Session Agenda Items Only D. Closed Session Vote 56 m **Public Employment** · Title: Interim Executive Director · Title: Principal E. Announcement of Any Action Taken in Closed Session **Discuss** Dr. Norman Lorenz 1 m 7:01 PM II. Open Session - Opening Items A. Approval of the Agenda Vote 1 m FYI B. Public Comments 2 m C. Executive Director's Report FYI Cindy Garcia 10 m D. Principal's Report FYI Jodiann Beeson 5 m E. Approve Minutes from 8/18/20 Regular Scheduled Board Meeting Approve 1 m Minutes

F. Approve Minutes from 9/8/20 Special Board Meeting	Approve Minutes		1 m
Approve minutes for Special Board Meeting on September 8, 2020			
III. Finance			7:21 PM
A. August Financials	Discuss	Darlington Ahaiwe	10 m
B. Unaudited Actuals for 2019-2020	Vote	Darlington Ahaiwe	10 m
IV. Academic Excellence			7:41 PM
A. Learning Continuity and Attendance Plan	Vote	Cindy Garcia	5 m
B. Parent / Student / Community Handbooks	Vote	Cindy Garcia	5 m
Homestudy ProgramSite-Based Program			
C. Process to Access Additional Student Planning Amounts	Vote	Amy Frydenlund	5 m
D. EL Master Plan 2020-2021	Vote	Cindy Garcia	5 m
E. English Language Development Process	Vote	Cindy Garcia	5 m
V. Operations			8:06 PM
A. Leave of Absence Policy	Vote	Cindy Garcia	5 m
B. Policy for Inspection of Public Records	Vote	Cindy Garcia	5 m
C. Universal Complaint Admin Regulation	Vote	Cindy Garcia	5 m
VI. Governance			8:21 PM
A. Conflict of Interest Policy	Vote	Cindy Garcia	5 m
B. Appointment of Board Members	Vote	Teresa Lyday Selby & Adina Caskey	5 m
C. Retreat Outcome: Board Strategic Plan	FYI	Teresa Lyday Selby	5 m
VII. Closing Items			8:36 PM
A. Board of Directors Comments & Requests	Discuss		5 m
B. Announcement of Next Regular Scheduled Board Meeting October 20, 2020	FYI		5 m
Closed Session: 6:00 p.m7:00 p.m.Open Session: 7:00 p.m.			
C. Adjourn Meeting	Vote		

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

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

Cover Sheet

Executive Director's Report

Section: II. Open Session - Opening Items Item: C. Executive Director's Report

Purpose: FYI

Submitted by:

Related Material: The Cottonwood School Board Update.pdf

The Cottonwood School update

The Homestudy Program - Cindy Garcia

The Site-Based Program - Jodiann Beeson

HST Virtual Meeting- New Format

- All teachers attend the 2 hour virtual meeting.
- Chat was open
- Presenters were able to ensure all stakeholders received the same information & answer questions
- Then met in RC groups the following week.

✓ Staff is moving to cotttonwood.school email addresses on Thursday. Alias, so it doesn't disrupt their current email and google accounts.

(8)

HST handbook is now available on Beehively. A great resource for teachers.

✓ **Department updates**Powered by BoardOnTrack

Information to parents/staff

The California Parent & Youth Helpline, In partnership with Governor Newsom, Parents Anonymous® Inc. recently launched the California Parent & Youth Helpline and Online Parents Anonymous® Support Groups in response to the Coronavirus to provide free trauma-informed, evidenced-based emotional support to Parents, Children and Youth in any language via calls, text, live chat and email.



The Cottonwood Site-based program

→ Staff Update

→ Student Update



Cover Sheet

Approve Minutes from 8/18/20 Regular Scheduled Board Meeting

Section: II. Open Session - Opening Items

Item: E. Approve Minutes from 8/18/20 Regular Scheduled Board Meeting

Purpose: Approve Minutes

Submitted by:

Related Material: 8-18-20 Board Meeting Minutes - Cottonwood.pdf



THE COTTONWOOD SCHOOL

Regular Scheduled Board Meeting - The Cottonwood School August 18, 2020 – 7:00 pm 3840 Rosin Court #200, Sacramento, CA 95834

Attendance: Teresa Lyday-Selby, Deborah Hibbard, Adina Caskey

Absent: None

Also Present: Cindy Garcia, Jodiann Beeson, Kathy Fagundo, approximately 120 members of the

public

Call to Order:

Dr. Norman Lorenz called the meeting to order at 7:00pm.

Approval of Agenda

- Motion to approve agenda with amendments Dr. Lorenz
- Second Deborah Hibbard
- Unanimous

Public Comments

- 30 mins
- Extensive comments

Executive Director's Report

- Professional Development for teachers
- Executive Directors duties defined
- Multi-year planning amounts decreased because of budget decreases
- Service vendors
- STAR 360 common assessment across schools
- No CAASP testing
- Calibrating STAR so that it matches with CAASP
- MTSS being used to identify students at risk, match them with interventions, and support all students

Principal's Report

- Interim duties defined
- Distance learning in place to start the year

Discussion and Potential Action on the April, June and July Board Meeting Minutes

- Motion to approve Teresa Lyday-Selby
- Second Deborah Hibbard
- Vote -3 to aye, 1 abstained

Discussion and Potential Action on Revised Budget

- Budget revised due to enrollment cap.
- Reimbursement for shared staffing is not included.
- Continue to attempt clarification of service charge percentage with Buckeye Union School District, our authorizer.
- Motion to approve Revised Budget Deborah Hibbard
- Second Teresa
- Vote -3 aye, 1 nay

Discussion and Potential Action on the July Financials

- Caveat shared staffing amount are not in this current budget
- Motion to approve Adina Caskey
- Second Deborah Hibbard
- Unanimous approval

Discussion and Potential Action on the Education Protection Account Budget

- This amount was already included in the budget.
- Allotted toward salaries.
- Motion to adopt Deborah Hibbard
- Second Dr. Lorenz
- Unanimous

Discussion and Potential Action to the Learning Continuity Accountability Plan – Public Hearing

- Under SB 98, LCAP not required this year
- This is a discussion item only. Form presented.
- There will be a public hearing of plan in September and action taken then

Discussion and Potential Action on the Health Examinations, Immunizations, and Oral Assessment Policy

- Motion to approve Adina Caskey
- Second Teresa Lyday-Selby

• Unanimous

Discussion and Potential Action on Planning Amounts for Extended TK

- Includes 14 students who were "grandfathered" in as siblings of current students.
- Motion to approve Dr. Lorenz
- Second Adina Caskey
- Unanimous

Discussion and Potential Action on the English Language Development Compliance Policy

• Item tabled

Discussion and Potential Action on the Payroll Advancement Policy

- This practice has been deleted from organization.
- Motion to approve Adina Caskey
- Second Deborah Hibbard
- Unanimous

Discussion and Potential Action on the Educational Materials Restitution Policy

- Motion to approve Teresa Lyday-Selby
- Second Adina Caskey
- Unanimous

Discussion and Potential Action on the Title IX Harassment, Intimidation, Discrimination and Bullying Policy

- Motion to approve Teresa Lyday-Selby
- Second Deborah Hibbard
- Unanimous

Discussion and Potential Action on the Noncompliance Policy and Procedures

- Motion to approve Adina Caskey
- Second Teresa Lyday-Selby
- Unanimous

Announcement of next regularly scheduled board meeting:

- September 15, 2020
- Closed session at 6:00 pm
- Open session to begin at 7:00 pm

Adio	urnm	ent
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• Meeting adjourned at 8:49 pm

Prepared by: Bryanna Brossman

Noted by:

Board Secretary

Cover Sheet

Approve Minutes from 9/8/20 Special Board Meeting

Section: II. Open Session - Opening Items

Item: F. Approve Minutes from 9/8/20 Special Board Meeting

Purpose: Approve Minutes

Submitted by:

Related Material: Minutes for Special Board Meeting on September 8, 2020



Minutes

Special Board Meeting

Date and Time

Tuesday September 8, 2020 at 6:00 PM

Location

7006 Rossmore Lane El Dorado Hills, CA 95762

Zoom Link: https://zoom.us/j/94947684518

Meeting ID: 949 4768 4518 Dial by your location +1 669 900 6833 US (San Jose)

Directors Present

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

Directors Absent

None

Guests Present

Cindy Garcia (remote), Darlington Ahaiwe (remote), Jodiann Beeson (remote), Kathy Fagundo (remote), Kimmi Buzzard (remote), Samantha Miller (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Dr. Norman Lorenz called a meeting of the board of directors of The Cottonwood School to order on Tuesday Sep 8, 2020 @ 6:00 PM.

C. Approval of the Agenda

Unaudited actuals will be presented but not approved.

Teresa Lyday Selby made a motion to Amend the agenda to state that the unaudited actuals would be presented and not voted upon.

Deb Hibbard seconded the motion.

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

Roll Call

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

D. Public Comments

There were no public comments.

E. Executive Director's Report

Cindy Garcia presented a report about the use of Board on Track.

II. Finance

A. Unaudited Actuals for 2019-2020 ***

Darlington Ahaiwe presented the unaudited actual report.

III. Academic Excellence

A. Learning Continuity & Attendance Plan

Cindy Garcia presented the Learning Continuity & Attendance Plan. Dr. Loranz opened the Public Hearing for comment at 6:21pm. There were no comments from the public. The public hearing was closed at 6:23pm.

IV. Governance

A. Board Training Calendar

Teresa Lyday Selby made a motion to have board attend Y&MC Comprehensive Board Training.

Deb Hibbard seconded the motion.

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

Roll Call

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

V. Closing Items

A. Announcement of the Next Regular Scheduled Board Meeting

September 15, 2020

• Closed Session: 6:00 p.m.-7:00 p.m.

• Open Session: 7:00 p.m.

B. Adjourn Meeting

Deb Hibbard made a motion to adjurn at 6:42pm.

Teresa Lyday Selby seconded the motion.

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

Roll Call

Teresa Lyday Selby Aye

Adina Caskey Aye

Dr. Norman Lorenz Aye

Deb Hibbard Ave

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:42 PM.

Respectfully Submitted,

Dr. Norman Lorenz

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Cover Sheet

August Financials

Section: III. Finance

Item: A. August Financials

Purpose: Discuss

Submitted by:

Related Material: Cottonwood_Financial Package_August 2020.pdf

TCS DTDF Summary.pdf

BACKGROUND:

At Regularly Scheduled Board Meetings the Board is presented with a financial update.



Monthly Financial Presentation – August 2020

COTTONWOOD - Highlights



- No Change in annual revenue projections.
- Year-end expense projections decreased by \$434k.
- Annual Surplus projected at 1.3MM (prior month \$955k)
- SB-740 requirements- In Compliance
 - 40/80 Expense Ratio
 - 25:1 Pupil Teacher Ratio

Cert.	Instr.
51.2%	82.2%
2,717,496	529,624

Pupil:Teacher Ratio			
21.09	:1		



COTTONWOOD - Revenue



- YTD (-) variance in Federal Revenue related to timing in SPED payment.
- No change in year-end revenue projections.

Revenue

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

Total Revenue

	Year-to-Date				
Actual			Budget	Fa	v/(Unf)
\$	1,120,415 - 73,066	\$	1,118,539 14,384 73,281	\$	1,876 (14,384) (215)
_		_			
\$	1,193,481	\$	1,206,204	\$	(12,723)

	Annual/Full Year				
	Forecast		Budget	Fav	/(Unf)
\$	22,001,905	\$	22,001,905	\$	-
	288,646		288,646		-
	1,953,214		1,953,214		-
_	<u>-</u>				
\$	24,243,766	\$	24,243,766	\$	



COTTONWOOD - Expenses



- Variance Summary:
 - Books and Supplies: Timing in student spend compared to annualized budget.
 - Sub agreement Services: Timing of 'Other Education Consultant' spending.
 - Professional Services: Authorizer oversight fee adjusted to 1% from 3%.
- YTD and Annual expense projections remain favorable to budget.

Expenses
Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Services
Operations
Facilities
Professional Services
Depreciation
Interest
Total Expenses

	Year-to-Date					
Actual			Budget	Fa	av/(Unf)	
\$	1,386,943	\$	1,421,767	\$	34,824	
	48,133		57,126		8,994	
	421,930		467,611		45,682	
	410,628		308,275		(102,353)	
	271,464	_	577,885		306,421	
	24,704	_	18,033		(6,671)	
	14,000	_	20,150		6,150	
	333,061	_	348,373		15,312	
	2,521	_	2,317		(204)	
	310	_	173,741	1	173,431	
<u>\$</u>	2,913,693	\$	3,395,278	\$	481,585	

	Annual/Full Year				
	Forecast		Budget	Fa	av/(Unf)
\$	9,371,291	\$	9,406,116	\$	34,824
	333,764		342,758		8,994
	2,979,298		3,017,979		38,681
	3,026,679		3,024,541		(2,139)
	4,577,630		4,665,083		87,453
	114,871		108,200		(6,671)
	104,750		120,900		16,150
	2,180,014		2,594,921		414,907
	14,104		13,900		(204)
_	151,464	_	347,482		196,017
\$	22,853,867	\$	23,641,878	\$	788,012



COTTONWOOD - Fund Balance

- Beginning fund balance adjusted to reflect Unaudited Actual Report (UAR).
- Year-end surplus exceeds budget projections.

Total Surplus(Deficit)
Beginning Fund Balance
Ending Fund Balance
As a % of Annual Expenses

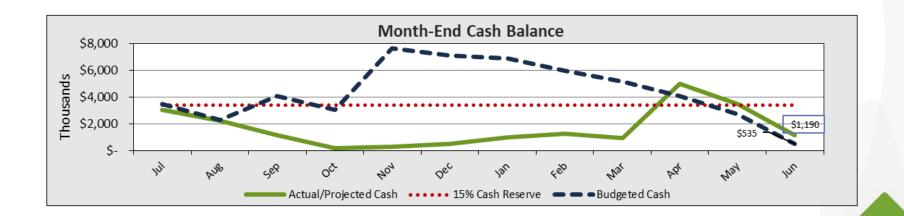
Year-to-Date				
Actual	Budget	Fav/(Unf)		
\$ (1,720,212)	\$ (2,189,074)	\$ 468,862		
2,035,627	2,035,627			
<u>\$ 315,415</u>	<u>\$ (153,447)</u>			
1.4%	-0.6%			

	Annual/Full Year				
	Forecast		Budget		av/(Unf)
\$	1,389,899	\$	601,888	\$	788,012
	2,035,627		2,035,627		
<u>\$</u>	3,425,526	<u>\$</u>	2,637,515		
	15.0%		11.2%		



COTTONWOOD- Cash Balance

Cash balance projected to remain positive through receivable sales.







1	

Due Date	Description	Completed By
Set by Authorizer	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact
Sep-04	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact
Sep-30	2020-21 Learning Continuity and Attendance Plan The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	Cottonwood
	Prop 39 (CA Clean Energy Jobs Act) - Annual Progress Reports open July 1, 2020, due September 30, 2020 - Local educational agencies are mandated to report to the California Energy Commission. Prop 39 K-12 Progress annual report templates will be available on July 1, 2020, through the California Energy Expenditure Plan Online Reporting System. Reports must be submitted for each approved energy expenditure plan until all eligible energy measures are completed. The annual progress report covers activities that occurred in the previous fiscal year (July 1, 2019-June 30, 2020). Instructions, training videos, and PowerPoint presentations are available on the Proposition 39 K-12 program webpage California Clean Energy Jobs Act K-12 Program - Prop 39. On May 13, 2020, the California Energy Commission approved an extension of the California Clean Energy Jobs Act K-12 Program (Proposition 39) deadlines in response to the COVID-19 pandemic. Final project completion date by one year to June 30, 2021	
Sep-30 Oct-07	Final project completion reports date by one year to June 30, 2022 California Basic Educational Data System (CBEDS) data due to CDE - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional	Cottonwood
Oct-31	programs, and languages of instruction. CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	Cottonwood



COTTONWOOD - Appendix



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



Monthly Cash Flow/Forecast FY20-21 Revised 9/12/2020

Revised 9/12/2020																
ADA = 2425.60	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End	Annual Budget	Original	Favorable /
	Jui-20	Aug-20	36μ-20	OC1-20	1404-20	DEC-20	Jaii-21	16D-21	IVIAI-ZI	Αρι-21	IVIAy-ZI	Juli-21	Accruals	Ailliuai buuget	Budget Total	(Unfav.)
_																
Revenues															ADA = 24	125.60
State Aid - Revenue Limit 8011 LCFF State Aid	_	857,979	857,979	1,544,362	1,544,362	1,544,362	1,544,362	1,544,362	725,850	277,985	277,985	277,985	6,162,007	17,159,583.19	17,159,583	_
8012 Education Protection Account	_	-	-	121,280	-	-	121,280	-	-	121,280	-	-	121,280	485,120.00	485,120	-
8096 In Lieu of Property Taxes	-	262,436	521,120	347,414	347,414	347,414	347,414	347,414	612,193	306,096	306,096	306,096	306,096	4,357,202.30	4,357,202	-
, ,	-	1,120,415	1,379,100	2,013,056	1,891,776	1,891,776	2,013,056	1,891,776	1,338,043	705,362	584,082	584,082	6,589,383	22,001,905.49	22,001,905	-
Federal Revenue																,
8181 Special Education - Entitlement	-	-	14,384	25,892	25,892	25,892	25,892	25,892	28,961	28,961	28,961	28,961	28,961	288,646.40	288,646	
	-	-	14,384	25,892	25,892	25,892	25,892	25,892	28,961	28,961	28,961	28,961	28,961	288,646.40	288,646	<u> </u>
Other State Revenue		72.066	72 204	121 005	124 005	121 005	121 005	121 005	122.020	122.020	122.020	122.020	422.020	4 470 530 00	4 470 520	
8311 State Special Education 8560 State Lottery		73,066	73,281	131,905	131,905	131,905	131,905 120,271	131,905	132,929	132,929 120,271	132,929	132,929	132,929 242,152	1,470,520.00 482,694.40	1,470,520 482,694	-
3300 State Lottery	-	73,066	73,281	131,905	131,905	131,905	252,177	131,905	132,929	253,200	132,929	132,929	375,081	1,953,214.40	1,953,214	
Other Local Revenue		,														,
	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Total Revenue	-	1,193,481	1,466,765	2,170,853	2,049,573	2,049,573	2,291,124	2,049,573	1,499,933	987,523	745,972	745,972	6,993,425	24,243,766.29	24,243,766	
Evnanças																
Expenses Certificated Salaries																
1100 Teachers' Salaries	551,283	550,290	561,227	561,227	561,227	561,227	561,227	561,227	561,227	561,227	561,227	561,227	_	6,713,847.09	6,734,728	20,881
1175 Teachers' Extra Duty/Stipends	8,875	25,359	87,551	87,551	87,551	87,551	87,551	87,551	87,551	87,551	87,551	87,551	_	909,748.72	875,515	(34,234)
1200 Pupil Support Salaries	69,989	76,886	61,791	61,791	61,791	61,791	61,791	61,791	61,791	61,791	61,791	61,791	-	764,780.81	741,487	(23,294)
1300 Administrators' Salaries	33,367	33,500	33,375	33,375	33,375	33,375	33,375	33,375	33,375	33,375	33,375	33,375	-	400,617.31	400,500	(117)
1900 Other Certificated Salaries	9,470	27,923	54,491	54,491	54,491	54,491	54,491	54,491	54,491	54,491	54,491	54,491	-	582,297.40	653,886	71,589
el-sate to	672,985	713,958	798,435	798,435	798,435	798,435	798,435	798,435	798,435	798,435	798,435	798,435	-	9,371,291.34	9,406,116	34,824
Classified Salaries	22.020	25 242	20 562	20.562	20.562	20.562	20 562	20 562	20.562	20 562	20.562	20.562		222.764.00	242.750	0.004
2200 Support Salaries	22,820 22,820	25,313 25,313	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	28,563 28,563	-	333,764.09 333,764.09	342,758 342,758	8,994 8,994
Benefits	22,820	23,313	28,303	28,303	28,303	20,303	28,303	28,303	28,303	28,303	28,303	20,303		333,704.09	342,738	8,994
3101 STRS	107,542	113,294	147,458	147,458	147,458	147,458	147,458	147,458	147,458	147,458	147,458	147,458	_	1,695,414.66	1,730,725	35,311
3301 OASDI	1,357	1,458	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	-	21,000.93	# 21,251	250
3311 Medicare	9,705	10,304	12,046	12,046	12,046	12,046	12,046	12,046	12,046	12,046	12,046	12,046	-	140,465.21	141,359	893
3401 Health and Welfare	60,908	92,556	76,875	76,875	76,875	76,875	76,875	76,875	76,875	76,875	76,875	76,875	-	922,213.56	922,500	286
3501 State Unemployment	5,841	1,663	3,283	3,283	3,283	3,283	16,415	13,132	6,566	3,283	3,283	3,283	-	66,598.36	65,660	(938)
3601 Workers' Compensation	10,352	6,951	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	-	133,605.39	136,484	2,879
Reals and Complies	195,705	226,225	253,110	253,110	253,110	253,110	266,242	262,959	256,393	253,110	253,110	253,110	-	2,979,298.11	3,017,979	38,681
Books and Supplies 4302 School Supplies	74,110	286,336	151,372	173,443	140,944	127,804	110,005	96,208	105,946	131,005	158,501	406,394	_	1,962,068.45	# 1,962,068	_
4305 Software	7,511	38,020	18,458	18,458	18,458	18,458	18,458	18,458	18,458	18,458	18,458	18,458	_	230,113.81	221,500	(8,614)
4310 Office Expense	-	325	3,342	3,342	3,342	3,342	3,342	3,342	3,342	3,342	3,342	3,342	-	33,741.43	40,100	6,359
4311 Business Meals	-	-	58	58	58	58	58	58	58	58	58	58	-	583.33	700	117
4400 Noncapitalized Equipment	-	4,327	75,217	86,184	70,035	63,506	54,662	47,806	52,644	65,096	78,759	201,937	-	800,172.19	800,172	
	81,621	329,008	248,448	281,485	232,837	213,168	186,525	165,873	180,448	217,959	259,118	630,190	-	3,026,679.22	3,024,541	(2,139)
Subagreement Services	0.350	7.04.4	54 700	F4 702	F4 702	F4 702	54 700	54 700	F4 702	54 702	54 700	54 702		524 000 ST	624 500	07.440
5102 Special Education 5105 Security	8,350	7,814	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	51,792 17	-	534,080.67 166.67	621,500 200	87,419 33
5105 Security 5106 Other Educational Consultants	15,602	35,141	261,354	299,459	243,348	220,661	189,931	166,110	182,922	226,188	273,661	701,665	_	2,816,042.17	2,816,042	-
5107 Instructional Services	102,017	102,540	102,278	102,278	102,278	102,278	102,278	102,278	102,278	102,278	102,278	102,278	_	1,227,340.67	1,227,341	_
	125,969	145,495	415,441	453,546	397,435	374,748	344,018	320,197	337,009	380,275	427,748	855,751	-	4,577,630.17	- 4,665,083	87,453
Operations and Housekeeping																
5201 Auto and Travel	-	-	708	708	708	708	708	708	708	708	708	708	-	7,083.33	8,500	1,417
5300 Dues & Memberships	-	225	67	67	67	67	67	67	67	67	67	67	-	891.67	800	(92)
5400 Insurance	6,650	17,004	6,650 1,533	6,650	6,650	6,650	6,650	6,650 1,533	6,650	6,650	6,650	6,650	-	90,154.00	79,800	(10,354)
5502 Janitorial Services 5901 Postage and Shipping		- 825	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	1,533 58	-	15,333.33 1,408.68	18,400 700	3,067 (709)
5501 Tostage and Shipping	6,650	18,054	9,017	9,017	9,017	9,017	9,017	9,017	9,017	9,017	9,017	9,017	-	114,871.02	108,200	(6,671)
Facilities, Repairs and Other Leases	0,000	10,00	5,62.	5,62.	3,02.	3,02.	5,62.	5,62.	3,02.	3,02.	5,62.	5,01.				(0,012)
5601 Rent	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	84,000.00	96,000	12,000
5603 Equipment Leases	-	-	58	58	58	58	58	58	58	58	58	58	-	583.33	700	117
5604 Other Leases	-	-	808	808	808	808	808	808	808	808	808	808	-	8,083.33	9,700	1,617
5610 Repairs and Maintenance	-	-	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	12,083.33	14,500	2,417
Professional/Consulting Consiss	7,000	7,000	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	-	104,750.00	120,900	16,150
Professional/Consulting Services			50	E0	E0	58	E0	50	EO	E0	EO	E0		E02 22	700	117
5801 IT 5803 Legal		- 50,411	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417	58 5,417		583.33 104,577.40	65,000	117 (39,577)
5804 Professional Development		144	158	158	158	158	158	158	158	158	158	158	_	1,727.33	1,900	173
5805 General Consulting	-	1,000	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	4,644	-	47,441.67	55,730	8,288
5806 Special Activities/Field Trips	-	269	10,058	11,524	9,365	8,492	7,309	6,393	7,040	8,705	10,532	27,003	-	106,689.63	106,690	-
5807 Bank Charges	585	1,026	233	280	280	280	280	280	280	280	280	280	-	4,364.25	3,220	(1,144)
5808 Printing	-	-	42	50	50	50	50	50	50	50	50	50	-	491.67	575	83
5809 Other taxes and fees	-	-	50	60	60	60	60	60	60	60	60	60	-	590.00	690	100
5810 Payroll Service Fee	331	2,232	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	-	16,940.03	17,253 1,691,607	312 6 267
5811 Management Fee 5812 District Oversight Fee	138,748	135,253	140,134 13,791	140,134 20,131	140,134 18,918	140,134 18,918	140,134 20,131	140,134 18,918	140,134 13,380	140,134 7,054	140,134 5,841	140,134 5,841	77,098	1,675,339.63 220,019.05	1,681,607 660,057	6,267 440,038
2017 DISTIFF OVELSIBILE LEE	-		13,/31	20,131	10,310	10,310	20,131	10,310	13,300	7,054	3,041	3,041	77,030	220,019.03	000,037	440,030

28 of 365 Powered by BoardOnTrack

Monthly Cash Flow/Forecast FY20-21

Revised 9/12/2020

 $\Delta D \Delta = 2425.60$

Cash, End of Month

3,036,535 2,247,020 1,150,279

Self	Year-End Accruals
Page	(3,062)
Pope	, <u> </u>
1,261 1,261 1,261 1,158 1,15	74,036
Note 1,261 1,261 1,158	
Interest Expense 155 155 5 5 5 5 5 5 5	. -
155 155	-
Total Expenses 1,256,890 1,656,803 1,939,395 2,018,408 1,910,278 1,867,048 1,822,838 1,772,951 1,792,833 2,016,869 1,954,961 2,770,507 1,704,870 1,204,989	
Total Expenses 1,256,890 1,656,803 1,939,395 2,018,408 1,910,278 1,867,048 1,822,838 1,772,951 1,792,833 2,016,869 1,954,961 2,770,507	
Monthly Surplus (Deficit) (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 468,286 276,622 (292,949) (1,029,346) (1,208,989) (2,024,536) Cash Flow Adjustments Monthly Surplus (Deficit) (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 468,286 276,622 (292,949) (1,029,346) (1,208,989) (2,024,536) Cash flows from operating activities Depreciation/Amortization 1,261 1,261 1,158	· -
Monthly Surplus (Deficit) (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 468,286 276,622 (292,949) (1,029,346) (1,208,989) (2,024,536) Cash Flow Adjustments Monthly Surplus (Deficit) (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 468,286 276,622 (292,949) (1,029,346) (1,208,989) (2,024,536) Cash flows from operating activities Depreciation/Amortization 1,261 1,261 1,158	
Cash Flow Adjustments Monthly Surplus (Deficit) Cash flows from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. (1,414,308) Cash flows from examples Cash flows from investing activities Cash flows from inflancing activities Cash flows from Insacting activities Cash flows from financing activities Cash flows from fractoring Payments on Factoring Cash flows from Factoring Cash flows from Factoring Cash flows from financing activities Cash flows from Factoring Cash flows from	74,036
Monthly Surplus (Deficit) Cash flows from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Prepaid Expenses (10,000) Accounts Payable Accounts Payable Cash flows from investing activities Proceeds from Factoring Proceeds from Factoring Payments on Factoring Payments on Factoring (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 182,525 139,295 182,52	6,919,389
Monthly Surplus (Deficit) Cash flows from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Prepaid Expenses (10,000) Accounts Payable Accounts Payable Cash flows from investing activities Proceeds from Factoring Proceeds from Factoring Payments on Factoring Payments on Factoring (1,256,890) (463,322) (472,630) 152,445 139,295 182,525 182,525 139,295 182,52	
Cash flows from operating activities Depreciation/Amortization Depreciation/Amortization Depreciation/Amortization Public Funding Receivables Sea,652 Sea,652 Sea,652 Grants and Contributions Rec. Prepaid Expenses (1,414,308) Cash flows from investing activities Cash flows from financing activities Proceeds from Factoring Payments on Factoring Cash flows from Facto	
Depreciation/Amortization	6,919,389
Public Funding Receivables 2,682,652 375,282 - <td></td>	
Grants and Contributions Rec. (1,414,308) - <td></td>	
Prepaid Expenses (204,841) (112,797) -	(6,993,425)
Other Assets (100,000)	
Accounts Payable (68,421) (160,810)	
Accrued Expenses 15,582 215,816	
Cash flows from investing activities Cash flows from financing activities Proceeds from Factoring Payments on Factoring Formula (645,100) (625,269) (1,116,574) Payments on Factoring Formula (1,116,574) Form	74,036
Cash flows from financing activities Proceeds from Factoring - - - - - - 5,038,483 - Payments on Factoring - (645,100) (625,269) (1,116,574) (277,985) (277,985)	· -
Proceeds from Factoring - - - - - - 5,038,483 - Payments on Factoring - (645,100) (625,269) (1,116,574) (277,985) (277,985)	
Payments on Factoring - (645,100) (625,269) (1,116,574) (277,985)	
	· -
Payments on Debt 155 155	-
	_
Total Change in Cash (344,810) (789,516) (1,096,741) (962,971) 140,454 183,683 469,445 277,780 (291,791) 4,010,295 (1,485,816) (2,301,363)	;)
Cash, Beginning of Month 3,381,345 3,036,535 2,247,020 1,150,279 187,308 327,762 511,445 980,890 1,258,670 966,879 4,977,174 3,491,357	<u>, </u>

327,762

511,445

980,890 1,258,670 966,879 4,977,174 3,491,357 1,189,995

187,308

Budget	Original Budget Total	Favorable / (Unfav.)
-	-	-
250.00	1,500	250
013.99	2,594,921	414,907
104.37	13,900	(204)
104.37	13,900	(204)
464.32	347,482	196,017
464.32	347,482	196,017
866.64	23,641,878	788,012
399.65	601,888	788,012
6.08%		
899.65	Cert.	Instr.
	51.2%	82.2%
.04.37	2,717,496	529,624
91.30)		
07.58)		
538.08)		
(00.00		
194.68)	Pupil:Tea	cher Ratio
398.11	21.09	:1
182.81		
482.81 913.43)		

5,038 (2,942

Budget vs Actual

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF Revenue	\$ 857,979	\$ 857,979	\$ (0)	\$ 857,979	\$ 857,979	\$ (0)	\$ 17,159,583
Education Protection Account	-	-	-	-	-	-	485,120
In Lieu of Property Taxes	262,436	260,560	1,876	262,436	260,560	1,876	4,357,202
Total State Aid - Revenue Limit	1,120,415	1,118,539	1,876	1,120,415	1,118,539	1,876	22,001,906
Federal Revenue							
Federal Special Education - IDEA		14,384	(14,384)		14,384	(14,384)	288,646
Total Federal Revenue	-	14,384	(14,384)	-	14,384	(14,384)	288,646
Other State Revenue							
State Special Education - AB602	73,066	73,281	(215)	73,066	73,281	(215)	1,470,520
State - State Lottery		-			-		482,694
Total Other State Revenue	73,066	73,281	(215)	73,066	73,281	(215)	1,953,214
Total Revenues	\$ 1,193,481	\$ 1,206,204	\$ (12,723)	\$ 1,193,481	\$ 1,206,204	\$ (12,723)	\$ 24,243,766
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	\$ 550,290	\$ 561,227	\$ 10,937	\$ 1,101,574	\$ 1,122,455	\$ 20,881	\$ 6,734,728
Certificated Teachers' Extra Duties/Stipends	25,359	-	(25,359)	34,234	-	(34,234)	875,515
Certificated Pupil Support Salaries	76,886	61,791	(15,096)	146,875	123,581	(23,294)	741,487
Certificated Supervisors' and Administrators' Sa		33,375	(125)	66,867	66,750	(117)	400,500
Other Certificated Salaries	27,923	54,491	26,568	37,392	108,981	71,589	653,886
Total Certificated Salaries	713,958	710,883	(3,075)	1,386,943	1,421,767	34,824	9,406,116
Classified Salaries							
Classified Instructional Salaries	-	-	-	-	-	-	-
Classified Support Salaries	25,313	28,563	3,250	48,133	57,126	8,994	342,758
Total Classified Salaries Benefits	25,313	28,563	3,250	48,133	57,126	8,994	342,758
State Teachers' Retirement System, certificated	113,294	130,803	17,509	220,835	261,605	40,770	1,730,725
OASDI/Medicare/Alternative, certificated posit	i 1,458	1,771	313	2,815	3,542	727	21,251
Medicare certificated positions	10,304	10,722	417	20,009	21,444	1,435	141,359
Health and Welfare Benefits, certificated positi	•	76,875	(15,681)	153,464	153,750	286	922,500
State Unemployment Insurance, certificated po		3,283	1,620	7,504	6,566	(938)	65,660
Workers' Compensation Insurance, certificated		10,352	3,402	17,303	20,705	3,402	136,484
Total Benefits	226,225	233,806	7,581	421,930	467,611	45,682	3,017,979
Books & Supplies							
School Supplies	286,336	124,607	(161,729)	360,446	187,921	(172,526)	1,962,068
Software	38,020	18,458	(19,562)	45,530	36,917	(8,614)	221,500
Office Expense	325	3,342	3,017	325	6,683	6,359	40,100
Business Meals	-	58	58	-	117	117	700
Noncapitalized Equipment	4,327	50,817	46,491	4,327	76,638	72,311	800,172
Total Books & Supplies	329,008	197,283	(131,725)	410,628	308,275	(102,353)	3,024,541
Subagreement Services Special Education	7,814	51,792	43,978	16,164	103,583	87,419	621,500
Security	7,014	17	43, <i>3</i> 78	10,104	33	33	200
Other Educational Consultants	35,141	178,841	143,700	50,743	269,711	218,968	2,816,042
Instructional Services	102,540	102,278	(261)	204,557	204,557	-	1,227,341
Total Subagreement Services	145,495	332,928	187,433	271,464	577,885	306,421	4,665,083
Operations & Housekeeping	•	ŕ	,	,	ŕ	•	, ,
Auto and Travel Expense	-	708	708	-	1,417	1,417	8,500
Dues & Memberships	225	67	(158)	225	133	(92)	800
Insurance	17,004	6,650	(10,354)	23,654	13,300	(10,354)	79,800
Janitorial/Trash Removal	-	1,533	1,533	-	3,067	3,067	18,400
Communications	-	-	-	-	-	-	-
Postage and Shipping	825	58	(767)	825	117	(709)	700
Total Operations & Housekeeping	18,054	9,017	(9,038)	24,704	18,033	(6,671)	108,200
Facilities, Repairs & Other Leases							
Rent	7,000	8,000	1,000	14,000	16,000	2,000	96,000
Equipment Leases	-	58	58	-	117	117	700
Other Leases	-	808	808	-	1,617	1,617	9,700
Repairs and Maintenance		1,208	1,208		2,417	2,417	14,500
Total Facilities, Repairs & Other Leases	7,000	10,075	3,075	14,000	20,150	6,150	120,900

Budget vs Actual

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	58	58	-	117	117	700
Legal	50,411	5,417	(44,994)	50,411	10,833	(39,577)	65,000
Professional Development	144	158	14	144	317	173	1,900
General Consulting	1,000	4,644	3,644	1,000	9,288	8,288	55,730
Special Activities	269	6,776	6,506	269	10,218	9,949	106,690
Bank Charges	1,026	233	(793)	1,611	467	(1,144)	3,220
Printing	-	42	42	-	83	83	575
Other Taxes and Fees	-	50	50	-	100	100	690
Payroll Service Fee	2,232	1,438	(795)	2,563	2,875	312	17,253
Management Fee	135,253	140,134	4,881	274,001	280,268	6,267	1,681,607
District Oversight Fee	-	33,556	33,556	-	33,556	33,556	660,057
SELPA Fees	-	-	-	3,062	-	(3,062)	-
Public Relations		125	125		250	250	1,500
Total Professional/Consulting Services	190,335	192,631	2,296	333,061	348,373	15,312	2,594,921
Depreciation							
Depreciation Expense	1,261	1,158	(102)	2,521	2,317	(204)	13,900
Total Depreciation	1,261	1,158	(102)	2,521	2,317	(204)	13,900
Interest							
Interest Expense	155	-	(155)	310	173,741	173,431	347,482
Total Interest	155	-	(155)	310	173,741	173,431	347,482
Total Expenses	\$ 1,656,803	\$ 1,716,344	\$ 59,541	\$ 2,913,693	\$ 3,395,278	\$ 481,585	\$ 23,641,878
Change in Net Assets	(463,322)	(510,140)	46,818	(1,720,212)	(2,189,073)	468,861	601,888
Net Assets, Beginning of Period		(520)240)	40,020		(=,=05,015)	.00,001	201,000
Net Assets, beginning of Feriou	778,737			2,035,627			
Net Assets, End of Period	\$ 315,415			\$ 315,415			

Statement of Financial Position

August 31, 2020

	Current Balance		Beginning Year Balance		YTD Change	YTD % Change
Assets		•		_		
Current Assets						
Cash & Cash Equivalents	\$ 2,247,020	\$	3,381,345		#########	-34%
Accounts Receivable	1,279,776		1,465,569		(185,792)	-13%
Public Funding Receivables	478,304		3,536,238		(3,057,934)	-86%
Factored Receivables	(1,806,300)		(4,051,500)		2,245,200	-55%
Due To/From Related Parties	320,152		320,152		-	0%
Prepaid Expenses	353,065		35,427		317,638	897%
Total Current Assets	2,872,018		4,687,231		(1,815,214)	-39%
Long-Term Assets						
Property & Equipment, Net	286,138		288,659		(2,521)	-1%
Deposits	213,056		113,056		100,000	88%
Total Long Term Assets	499,194		401,715		97,479	24%
Total Assets	\$ 3,371,212	\$	5,088,947	=	########	-34%
Liabilities						
Current Liabilities						
Accounts Payable	\$ 740,310	\$	969,541		\$ (229,231)	-24%
Accrued Liabilities	1,375,930		1,144,532		231,398	20%
Deferred Revenue	9,752		9,752		-	0%
Notes Payable, Current Portion	92,950		92,950		_	0%
Total Current Liabilities	2,218,942		2,216,775		2,167	0%
Long-Term Liabilities						
Notes Payable, Net of Current Portion	836,855		836,545		310	0%
Total Long-Term Liabilities	836,855		836,545		310	0%
Total Liabilities	3,055,797		3,053,320		2,477	0%
i otai Liaviities	3,033,131		3,033,320	-	2,411	<u> </u>
Total Net Assets	315,415		2,035,627	_	(1,720,212)	-85%
Total Liabilities and Net Assets	\$ 3,371,212	\$	5,088,947	=	########	-34%

Statement of Cash Flows

	onth Ended 8/31/20	YTD Ended 08/31/20
Cash Flows from Operating Activities		
Change in Net Assets	\$ (463,322)	\$ (1,720,212)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,261	2,521
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	375,282	3,057,934
Grants, Contributions & Pledges Receivable	(645,100)	(2,059,408)
Prepaid Expenses	(112,797)	(317,638)
Other Assets	-	(100,000)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(160,810)	(229,231)
Accrued Expenses	 215,816	231,398
Total Cash Flows from Operating Activities	 (789,671)	(1,134,635)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	 155	310
Total Cash Flows from Financing Activities	155	310
Change in Cash & Cash Equivalents	(789,516)	(1,134,325)
Cash & Cash Equivalents, Beginning of Period	3,036,535	3,381,345
Cash and Cash Equivalents, End of Period	\$ 2,247,020	\$ 2,247,020

Cottonwood Charter

Check Register, Wells Fargo Bank account x9482

Check	Vendor Name	Check Date	Check Amount
Number			
10709	Mr. Code's Wild Ride	8/5/2020	VOID
11039	El Dorado County office of Education	8/3/2020	VOID
11040	El Dorado County office of Education	8/3/2020	9.40
11041	El Dorado County office of Education	8/3/2020	92.11
11042	El Dorado County office of Education	8/3/2020	172,025.82
11043	McColgan & Assocaites Inc	8/3/2020	1,674.50
11044	Musical Mayhem Productions, Inc.	8/4/2020	999.00
11045	A Brighter Child, Inc	8/6/2020	1,729.00
11046	Activities for Learning Inc.	8/6/2020	32.50
11047	Alex Robul	8/6/2020	270.00
11048	All About Learning Press, Inc.	8/6/2020	293.29
11049	Assiya Kistanova	8/6/2020	675.00
11050	Beautiful Feet Books, Inc.	8/6/2020	646.36
11051	Bennati's Martial Arts	8/6/2020	387.00
11052	Charter Impact, Inc.	8/6/2020	32,488.00
11053	Crafty School Crates	8/6/2020	126.48
11054	Dana Jarrett	8/6/2020	405.00
11055	Dance 10 Dance Center	8/6/2020	180.00
11056	Daniel Jackson	8/6/2020	1,615.00
11057	Document Tracking Services	8/6/2020	1,133.02
11058	Educational Development Corporation	8/6/2020	372.46
11059	Elemental Science	8/6/2020	371.23
11060	eLuma LLC	8/6/2020	671.00
11061	Extreme Gymnastics	8/6/2020	210.00
11062	Frieda Yang	8/6/2020	720.00
11063	Grade Power Learning, Elk Grove	8/6/2020	2,800.00
11064	Grinevich Cello Studio	8/6/2020	135.00
11065	Growing Healthy Children Therapy Services, Inc.	8/6/2020	5,923.50
11066	History Unboxed LLC	8/6/2020	66.10
11067	Home Science Tools	8/6/2020	57.27
11068	Inspire Learning Academy	8/6/2020	200.00
11069	Institute for Excellence in Writing	8/6/2020	204.87
11070	JacKris Publishing, LLC	8/6/2020	190.82
11071	James Rainwater	8/6/2020	834.00
11072	Jane Johnson Speech Therapy	8/6/2020	985.00
11073	Jennifer Neufeld	8/6/2020	110.00
11074	Jennifer Smith	8/6/2020	1,480.00
11075	Jenny Thompson	8/6/2020	150.00
11076	Jostens Cust#2699933	8/6/2020	209.80
11077	Kaizen Martial Arts Academy	8/6/2020	240.00
11078	Kalmykov Tatyana	8/6/2020	520.00
11079	Kimberly Malta Tutoring	8/6/2020	560.00
11080	KiwiCo, Inc	8/6/2020	660.10
11081	Kovar's Satori Academy	8/6/2020	258.00
11082	Kovar's Satori Academy of Martial Arts - Waterman	8/6/2020	179.00
11083	Kovars, Inc - Waterman	8/6/2020	836.00
11084	Lafitte Music Center	8/6/2020	266.00
11085	Lakeshore	8/6/2020	282.45
11086	Laura Hauge	8/6/2020	80.00
11087	Little Passports	8/6/2020	161.30
11088	Logic of English	8/6/2020 8/6/2020	246.19
11089	Math-U-See Inc. MEL Science U.S. LLC	8/6/2020 8/6/2020	279.00
11090	Monica Zarate	8/6/2020 8/6/2020	413.70
11091 11092	Moving Beyond the Page	8/6/2020 8/6/2020	150.00 85.95
11032	Moving Deyond the rage	0, 0, 2020	03.33

Cottonwood Charter

Check Register, Wells Fargo Bank account x9482

Check Number	Vendor Name	Check Date	Check Amount					
11093	Music Lab - East Sacramento	8/6/2020	300.00					
11094	Nancy Barcal	8/6/2020	1,815.00					
11095	Oak Meadow Inc.	8/6/2020	1,275.00					
11096	Ohana Virtual Therapy	8/6/2020	420.30					
11097	Olga Melnik	8/6/2020	840.00					
11098	Olga Petrenko	8/6/2020	540.00					
11099	Outschool, Inc.	8/6/2020	14.00					
11100	Provenance	8/6/2020	46,610.20					
11101	VOID	VOID	VOID					
11102	Rainbow Resource Center	8/6/2020	7,146.86					
11103	Rooted in Language	8/6/2020	129.00					
11104	Ruth Buller	8/6/2020	45.00					
11105	Sandra Nadine Holmes	8/6/2020	175.00					
11106	School Health Corporation	8/6/2020	110.38					
11107	School of Rock Elk Grove	8/6/2020	398.00					
11108	School of Rock Elk Grove	8/6/2020	299.00					
11109	Singapore Math, Inc.	8/6/2020	751.25					
11110	Slava Swim - Viacheslav Shyrshov	8/6/2020	330.00					
11111	Specialized Therapy Services, Inc.	8/6/2020	593.75					
11112	Studio 65 Dance Company	8/6/2020	3,522.50					
11113	Teaching Textbooks	8/6/2020	579.75					
11114	The Lampo Group, LLC	8/6/2020	39.94					
11115	Therapeutic Language Clinic, Inc.	8/6/2020	1,067.00					
11116	Tinker's Coin Productions	8/6/2020	202.50					
11117	Vadim Geletyuk	8/6/2020	700.00					
11118	Verizon Wireless	8/6/2020	174.10					
11119	Viktoria Dzhumara	8/6/2020	1,080.00					
11120	Vista Child Therapy	8/6/2020	855.00					
11121	WriteShop	8/6/2020	272.00					
11122	VOID	VOID	VOID					
11123	VOID	VOID	VOID					
11124	VOID	VOID	VOID					
11125	VOID	VOID	VOID					
11126	Amazon Capital Services	8/6/2020	3,415.72					
11127	VOID	VOID	VOID					
11128	VOID	VOID	VOID					
11129	VOID	VOID	VOID					
11130	VOID	VOID	VOID					
11131	Amazon Capital Services	8/6/2020	3,180.35					
11132	VOID	VOID	VOID					
11133	VOID	VOID	VOID					
11134	Amazon Capital Services	8/6/2020	3,042.42					
11135	Mr. Code's Wild Ride	8/6/2020	940.00					
11136	Absolute Mathematics	8/13/2020	280.00					
11137	AllGood Driving School, Inc	8/13/2020	417.00					
11138	Bach to Rock	8/13/2020	304.00					
11139	Ballet Rejoice School for the Arts	8/13/2020	525.00					
11140	Brave Writer LLC	8/13/2020	676.95					
11141	Bright Solutions For Dyslexia, LLC	8/13/2020	782.41					
11142	Camino Music Studio	8/13/2020	240.00					
11143	Capuchino Therapy Group	8/13/2020	525.00					
11144	CB Music	8/13/2020	1,409.00					
11145	CBC Therapeutic Horseback Riding Academy LLC	8/13/2020	800.00					
11146	Chiang-Hwa Bryce	8/13/2020	450.00					
11147	Club Z! Tutoring	8/13/2020	874.00					
11148	Eaton Interpreting Services, Inc.	8/13/2020	825.00					

Cottonwood Charter

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Check	Vendor Name	Check Date	Check Amount
Number			
11149	Educational Development Corporation	8/13/2020	83.52
11150	Emily Layher	8/13/2020	3,425.00
11151	Folsom Piano Academy	8/13/2020	112.00
11152	Galaxy Dance Arts, LLC	8/13/2020	130.00
11153	Grinevich Cello Studio	8/13/2020	660.00
11154	Hawkins School of Performing Arts	8/13/2020	902.95
11155	Home Science Tools	8/13/2020	152.57
11156	JacKris Publishing, LLC	8/13/2020	21.99
11157	Jan Turton's Music JJ Music Lessons	8/13/2020	200.00
11158		8/13/2020	510.00
11159	Jonathan Holowaty	8/13/2020	490.00
11160 11161	K3 Syncopation, LLC Karina Sheremet	8/13/2020	152.00 420.00
11161	Kim Snow's Music Studio	8/13/2020 8/13/2020	514.38
11162	Kovar's Satori Academy	8/13/2020	1,276.00
11164	Kovar's Satori Academy of Martial Arts - Waterman	8/13/2020	1,398.00
11165	Kristine A Cordell	8/13/2020	1,060.00
11166	Lakeshore	8/13/2020	244.47
11167	Laura Chiappe	8/13/2020	4,800.00
11167	Learning Without Tears	8/13/2020	11.50
11169	Linda Henry	8/13/2020	650.00
11109	Love of Learning	8/13/2020	12,015.60
11170	McLaughlin Studios	8/13/2020	65.00
11171	Mikhail Kravchuk	8/13/2020	825.00
11172	Miyagi Gymnastics Academy	8/13/2020	35.00
11174	Moria McAfee	8/13/2020	640.00
11175	Moving Beyond the Page	8/13/2020	134.25
11176	Music Institute	8/13/2020	930.00
11177	Natomas Music Square	8/13/2020	100.00
11178	NCDC	8/13/2020	151.20
11179	Oak Meadow Inc.	8/13/2020	665.00
11180	Orangevale Recreation and Park District	8/13/2020	384.00
11181	Outschool, Inc.	8/13/2020	176.00
11182	Pamelot a School of Dance	8/13/2020	2,442.00
11183	Peace Hill Press, Inc. dba Well Trained Mind Press	8/13/2020	95.09
11184	PresenceLearning, Inc.	8/13/2020	342.60
11185	Procopio, Cory, Hargreaves & Savitch LLP	8/13/2020	4,876.21
11186	VOID	VOID	VOID
11187	Provenance	8/13/2020	40,462.55
11188	Rainbow Resource Center	8/13/2020	253.38
11189	River Days	8/13/2020	350.00
11190	Roseville Piano Studio	8/13/2020	1,650.00
11191	Sarah McFadyen	8/13/2020	345.00
11192	School Pathways, LLC	8/13/2020	8,751.18
11193	Singapore Math Live, LLC	8/13/2020	140.00
11194	Specialized Therapy Services, Inc.	8/13/2020	31.25
11195	Think Outside, LLC	8/13/2020	884.75
11196	Weintraub Tobin Chediak Coleman Grodin	8/13/2020	272.90
11197	Yuko Ray	8/13/2020	150.00
11198	VOID	VOID	VOID
11199	VOID	VOID	VOID
11200	VOID	VOID	VOID
11201	VOID	VOID	VOID
11202	Amazon Capital Services	8/13/2020	4,089.63
11203	VOID	VOID	VOID
11203			

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For the period ended August 31, 2020

Check	Monday Nova	Charle Date	Check America
Number	Vendor Name	Check Date	Check Amount
11205	VOID	VOID	VOID
11206	Amazon Capital Services	8/13/2020	3,453.75
11207	Provenance	8/14/2020	222,719.56
11208	Activities for Learning Inc.	8/19/2020	102.98
11209	Beautiful Feet Books, Inc.	8/19/2020	215.19
11210	Capitol Ballet Center	8/19/2020	70.00
11211 11212	Charity Nicosia	8/19/2020 8/19/2020	150.00 2,258.82
11212	Charter Impact, Inc. CharterSafe	8/19/2020	23,761.00
11213	Elemental Science	8/19/2020	114.37
11215	Evan-Moor	8/19/2020	40.89
11216	Explorer Field Trips	8/19/2020	158.00
11217	Global Teletherapy	8/19/2020	2,051.00
11218	Institute for Excellence in Writing	8/19/2020	300.50
11219	KiwiCo, Inc	8/19/2020	220.89
11220	Laura Spillane-Wydick	8/19/2020	4,200.00
11221	Law Offices of Young, Minney & Corr, LLP	8/19/2020	46,565.20
11222	Lotus Educational Services, Inc.	8/19/2020	1,440.00
11223	Margie Hartung Music	8/19/2020	3,745.00
11224	Nicole Thomas	8/19/2020	49.00
11225	Outschool, Inc.	8/19/2020	83.00
11226	Peace Hill Press, Inc. dba Well Trained Mind Press	8/19/2020	236.75
11227	Procopio, Cory, Hargreaves & Savitch LLP	8/19/2020	3,245.53
11228	Provenance	8/19/2020	11,882.03
11229	Rainbow Resource Center	8/19/2020	251.79
11230	Rocklin Music Academy	8/19/2020	1,385.00
11231	Shooting Stars Tutoring	8/19/2020	250.00
11232	Tamraloo Music	8/19/2020	7,641.80
11233	Vadim Geletyuk	8/19/2020	140.00
11234	Voice Academy, LLC	8/19/2020	160.00
11235	Wonder Crate	8/19/2020	645.72
11236	Activities for Learning Inc.	8/20/2020	102.98
11237 11238	Beautiful Feet Books, Inc. Capitol Ballet Center	8/20/2020 8/20/2020	215.19 70.00
11236	Charity Nicosia	8/20/2020	150.00
11239	Charter Impact, Inc.	8/20/2020	2,258.82
11241	Charter Impact, Inc. CharterSafe	8/20/2020	23,761.00
11242	Elemental Science	8/20/2020	114.37
11243	Evan-Moor	8/20/2020	40.89
11244	Explorer Field Trips	8/20/2020	158.00
11245	Global Teletherapy	8/20/2020	2,051.00
11246	Institute for Excellence in Writing	8/20/2020	300.50
11247	KiwiCo, Inc	8/20/2020	220.89
11248	Laura Spillane-Wydick	8/20/2020	4,200.00
11249	Law Offices of Young, Minney & Corr, LLP	8/20/2020	46,565.20
11250	Lotus Educational Services, Inc.	8/20/2020	1,440.00
11251	Margie Hartung Music	8/20/2020	3,745.00
11252	Nicole Thomas	8/20/2020	49.00
11253	Outschool, Inc.	8/20/2020	83.00
11254	Peace Hill Press, Inc. dba Well Trained Mind Press	8/20/2020	236.75
11255	Procopio, Cory, Hargreaves & Savitch LLP	8/20/2020	3,245.53
11256	Provenance	8/20/2020	94,672.12
11257	Rainbow Resource Center	8/20/2020	251.79
11258	Rocklin Music Academy	8/20/2020	1,385.00
11259	Shooting Stars Tutoring	8/20/2020	250.00
11260	Tamraloo Music	8/20/2020	7,641.80

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For the period ended August 31, 2020

Check	Vendor Name	Check Date	Check Amount
Number			
11261	Vadim Geletyuk	8/20/2020	140.00
11262	Voice Academy, LLC	8/20/2020	160.00
11263	Wonder Crate	8/20/2020	645.72
11264	Law Offices of Young, Minney & Corr, LLP	8/21/2020	600.00
11265	UPS	8/21/2020	712.40
11266	Lakehills Community Covenant Church Inc	8/27/2020	7,000.00
11267	Absolute Mathematics	8/27/2020	120.00
11268	Alexandra Sokolov	8/27/2020	300.00
11269	VOID	VOID	VOID
11270	VOID	VOID	VOID
11271	Amazon Capital Services	8/27/2020	1,937.16
11272	Brandy Ruscica	8/27/2020	227.50
11273	Brave Writer LLC	8/27/2020	1,371.00
11274	Canvas & Keys	8/27/2020	294.00
11275	CharterSafe	8/27/2020	71,284.00
11276	Department of Labor and Industries	8/27/2020	29.72
11277	Educational Development Corporation	8/27/2020	145.15
11278	Global Teletherapy	8/27/2020	21,220.56
11279	Haynes Family of Programs	8/27/2020	990.00
11280	Heart Beats Music School	8/27/2020	210.00
11281	Home Science Tools	8/27/2020	262.35
11282	Jabbergym	8/27/2020	2,750.00
11283	Jaimee Wadman	8/27/2020	360.00
11284	Kit E. Glass	8/27/2020	75.00
11285	Lakeshore	8/27/2020	152.09
11286	Learning Without Tears	8/27/2020	11.50
11287	Mariann Smith	8/27/2020	100.00
11288	Matthew Hammond	8/27/2020	280.00
11289	Olga Melnik	8/27/2020	630.00
11290	Outschool, Inc.	8/27/2020	148.00
11291	Pacific Institute of Music	8/27/2020	584.00
11292	Provenance	8/27/2020	95,149.85
11293	Rocklin Music Academy	8/27/2020	74.00
11294	The Critical Thinking Co.	8/27/2020	\$ 42.49

Total Disbursements in August \$ 1,161,887.66

Accounts Payable Aging

August 31, 2020

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
				Past Due	Past Due	Past Due	Past Due	
Absolute Mathematics	(TCS)-ABSM-Qbh	9/16/2020	\$ 160	\$ -	\$ -	\$ -	\$ -	\$ 160
Voice Academy, LLC	00034	9/2/2029	160	-	-	-	-	160
ASK	0023582489	9/6/2020	22	-	-	-	-	22
ASK	0026443507	9/6/2020	22	-	-	-	-	22
Jostens	012788	8/26/2020	269	-	-	-	-	269
Math-U-See Inc.	0628621-IN	8/14/2020	125	-	-	-	-	125
Math-U-See Inc.	0628622-IN	8/14/2020	58	-	-	-	-	58
Math-U-See Inc.	0628623-IN	8/14/2020	63	-	-	-	-	63
Math-U-See Inc.	0628624-IN	8/14/2020	173	-	-	-	-	173
Math-U-See Inc.	0628625-IN	8/14/2020	58	-	-	-	-	58
Math-U-See Inc.	0628626-IN	8/14/2020	298	-	-	-	-	298
Math-U-See Inc.	0628628-IN	8/14/2020	68	-	-	-	-	68
Math-U-See Inc.	0628629-IN	8/14/2020	129	-	-	-	-	129
Math-U-See Inc.	0628630-IN	8/14/2020	94	-	-	-	-	94
Math-U-See Inc.	0628631-IN	8/14/2020	130	-	-	-	-	130
Math-U-See Inc.	0629692-IN	8/16/2020	119	-	-	-	-	119
Math-U-See Inc.	0629693-IN	8/16/2020	125	-	-	-	-	125
Math-U-See Inc.	0629694-IN	8/16/2020	58	-	-	-	-	58
Math-U-See Inc.	0631756-IN	8/29/2020	42	-	-	-	-	42
Math-U-See Inc.	0631800-IN	8/30/2020	131	-	-	-	-	131
Math-U-See Inc.	0631801-IN	8/30/2020	283	-	-	-	-	283
Math-U-See Inc.	0631802-IN	8/30/2020	119	-	-	-	-	119
Math-U-See Inc.	0631803-IN	8/30/2020	58	-	-	-	-	58
Math-U-See Inc.	0632066-IN	8/31/2020	131	-	-	-	-	131
Math-U-See Inc.	0632067-IN	8/31/2020	94	-	-	-	-	94
Math-U-See Inc.	0632723-IN	9/4/2020	68	-	-	-	-	68
Math-U-See Inc.	0636740-IN	9/20/2020	153	-	-	-	-	153
Math-U-See Inc.	0639923-IN	9/28/2020	58	-	-	-	-	58
Math-U-See Inc.	0652102-IN	10/20/2020	173	-	-	-	-	173
Math-U-See Inc.	0652127-IN	10/20/2020	167	-	-	-	-	167
Math-U-See Inc.	0652132-IN	10/20/2020	55	-	-	-	-	55
Math-U-See Inc.	0652133-IN	10/20/2020	94	-	-	-	-	94
Enome, Inc. (Goalbook)	100010820	8/13/2020	7,950	-	-	-	-	7,950
Academics in a Box Inc	10209	9/23/2020	87	-	-	-	-	87

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
HomeschoolSupercenter.com	10209134	6/4/2020	(50)	-	-	-	-	(50)
Oak Meadow Inc.	103193	8/7/2020	575	-	-	-	-	575
Home Science Tools	1032058A	8/26/2020	255	-	-	-	-	255
Home Science Tools	1038854A	9/11/2020	188	-	-	-	-	188
Oak Meadow Inc.	103929	8/21/2020	16	-	-	-	-	16
Oak Meadow Inc.	103930	8/21/2020	5,980	-	-	-	-	5,980
Oak Meadow Inc.	103931	8/21/2020	44	-	-	-	-	44
Oak Meadow Inc.	103932	8/21/2020	32	-	-	-	-	32
Oak Meadow Inc.	103933	8/21/2020	32	-	-	-	-	32
Oak Meadow Inc.	103934	8/21/2020	92	-	-	-	-	92
Oak Meadow Inc.	103935	8/21/2020	16	-	-	-	-	16
Home Science Tools	1039974A	9/13/2020	43	-	-	-	-	43
Home Science Tools	1039975A	9/16/2020	23	-	-	-	-	23
Home Science Tools	1040258A	9/16/2020	50	-	-	-	-	50
Home Science Tools	1042698A	9/19/2020	186	-	-	-	-	186
Home Science Tools	1043312A	9/20/2020	77	-	-	-	-	77
Home Science Tools	1043318A	9/20/2020	55	-	-	-	-	55
Oak Meadow Inc.	104772	8/30/2020	6,900	-	-	-	-	6,900
Hawkins School of Performing Arts	11007	9/3/2020	229	-	-	-	-	229
Little Passports	112917699	8/14/2020	361	-	-	-	-	361
Little Passports	112917756	8/14/2020	128	-	-	-	-	128
Little Passports	112918562	8/14/2020	234	-	-	-	-	234
Little Passports	112918616	8/14/2020	206	-	-	-	-	206
Little Passports	112918618	8/14/2020	110	-	-	-	-	110
Little Passports	112918636	8/14/2020	300	-	-	-	-	300
Little Passports	112918638	8/14/2020	257	-	-	-	-	257
Little Passports	112918640	8/14/2020	205	-	-	-	-	205
Little Passports	113191863	9/14/2020	142	-	-	-	-	142
LEGO Education	1190429871	8/29/2020	65	-	-	-	-	65
LEGO Education	1190435294	10/6/2020	469	-	-	-	-	469
Amazon Capital Services	11CR-7CLK-J776	8/2/2020	27	-	-	-	-	27
Heather Williams	1209	9/23/2020	140	-	-	-	-	140
Teacher Synergy, LLC	121993310	8/26/2020	181	-	-	-	-	181
Teacher Synergy, LLC	122395592	8/31/2020	480	-	-	-	-	480
Teacher Synergy, LLC	122734259	9/4/2020	20	-	-	-	-	20

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Teacher Synergy, LLC	122735514	9/4/2020	64	-	-	-	-	64
Teacher Synergy, LLC	122776269	9/4/2020	114	-	-	-	-	114
Teacher Synergy, LLC	123158859	9/8/2020	21	-	-	-	-	21
Beautiful Feet Books, Inc.	12452	9/9/2020	244	-	-	-	-	244
Beautiful Feet Books, Inc.	12480	9/11/2020	285	-	-	-	-	285
Beautiful Feet Books, Inc.	12495	9/11/2020	780	-	-	-	-	780
Beautiful Feet Books, Inc.	12512	9/12/2020	22	-	-	-	-	22
Amazon Capital Services	13PG-Q6PQ-CWWG	7/24/2020	202	-	-	-	-	202
Amazon Capital Services	13PG-Q6PQ-GL9V	7/24/2020	60	-	-	-	-	60
Amazon Capital Services	13PG-Q6PQ-GMNX	7/24/2020	19	-	-	-	-	19
Amazon Capital Services	13PG-Q6PQ-H6MG	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	13PG-Q6PQ-HGM6	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	13PG-Q6PQ-HQVD	7/25/2020	26	-	-	-	-	26
Amazon Capital Services	13PG-Q6PQ-HY4M	7/25/2020	11	-	-	-	-	11
Amazon Capital Services	13PG-Q6PQ-J9QY	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	13PG-Q6PQ-JVKR	7/25/2020	101	-	-	-	-	101
Amazon Capital Services	13PG-Q6PQ-JVMM	7/25/2020	24	-	-	-	-	24
Amazon Capital Services	13PG-Q6PQ-LDPR	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	13PG-Q6PQ-M3WK	7/25/2020	51	-	-	-	-	51
Amazon Capital Services	13PG-Q6PQ-M9HD	7/25/2020	30	-	-	-	-	30
Amazon Capital Services	13PG-Q6PQ-NHLQ	7/25/2020	46	-	-	-	-	46
Amazon Capital Services	13PG-Q6PQ-NY46	7/25/2020	42	-	-	-	-	42
Amazon Capital Services	13PG-Q6PQ-P6PP	7/25/2020	9	-	-	-	-	9
Amazon Capital Services	13PG-Q6PQ-P94T	7/25/2020	52	-	-	-	-	52
Amazon Capital Services	13PG-Q6PQ-PF1V	7/25/2020	27	-	-	-	-	27
Amazon Capital Services	13PG-Q6PQ-PRVQ	7/25/2020	15	-	-	-	-	15
Amazon Capital Services	13PG-Q6PQ-Q3CL	7/25/2020	75	-	-	-	-	75
Amazon Capital Services	13PG-Q6PQ-RTFL	7/25/2020	10	-	-	-	-	10
Amazon Capital Services	13PG-Q6PQ-TG4G	7/25/2020	25	-	-	-	-	25
Amazon Capital Services	13PG-Q6PQ-Y3VV	7/25/2020	34	-	-	-	-	34
Amazon Capital Services	13PG-Q6PQ-Y3XP	7/25/2020	10	-	-	-	-	10
Amazon Capital Services	13PG-Q6PQ-YRCF	7/25/2020	218	-	-	-	-	218
Amazon Capital Services	14PR-3YGG-HWFC	10/9/2020	21	-	-	-	-	21
Amazon Capital Services	14PR-3YGG-MPQD	10/10/2020	9	-	-	-	-	9
Amazon Capital Services	14PR-3YGG-XKXG	10/10/2020	61	-	-	-	-	61

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Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
vendor Name			Current	Past Due	Past Due	Past Due	Past Due	
Amazon Capital Services	14PR-3YGG-XYD9	10/10/2020	(18)	-	-	-	-	(18)
Minds on Education	152942A	9/12/2020	90	-	-	-	-	90
Lotus Educational Services, Inc.	1596	8/17/2020	113	-	-	-	-	113
Provenance	1596A	9/27/2020	11,161	-	-	-	-	11,161
Lotus Educational Services, Inc.	1604	9/4/2020	338	-	-	-	-	338
Lakeshore	1663280720	8/28/2020	197	-	-	-	-	197
Hands 4 Building, LLC	1668	8/4/2020	138	-	-	-	-	138
Hands 4 Building, LLC	1669	8/4/2020	138	-	-	-	-	138
Amazon Capital Services	16C3-49LT-43MN	10/10/2020	27	-	-	-	-	27
Amazon Capital Services	16C3-49LT-9TMN	10/11/2020	25	-	-	-	-	25
Amazon Capital Services	16C3-49LT-CMPM	10/11/2020	44	-	-	-	-	44
Amazon Capital Services	16C3-49LT-F4VM	10/11/2020	27	-	-	-	-	27
Amazon Capital Services	16FG-LPTQ-13R6	7/25/2020	10	-	-	-	-	10
Amazon Capital Services	16FG-LPTQ-39P3	7/25/2020	11	-	-	-	-	11
Amazon Capital Services	16FG-LPTQ-7VR1	7/26/2020	42	-	-	-	-	42
Amazon Capital Services	16FG-LPTQ-CRTV	7/26/2020	15	-	-	-	-	15
Amazon Capital Services	16FG-LPTQ-F9LQ	7/26/2020	5	-	-	-	-	5
Amazon Capital Services	16G7-KHCM-DY6N	10/8/2020	29	-	-	-	-	29
Amazon Capital Services	16GD-911F-MHCY	10/3/2020	19	-	-	-	-	19
Amazon Capital Services	16PJ-QWF6-6W4N	10/7/2020	9	-	-	-	-	9
Amazon Capital Services	16PJ-QWF6-74FV	10/8/2020	40	-	-	-	-	40
Amazon Capital Services	16PJ-QWF6-76JL	10/8/2020	32	-	-	-	-	32
Amazon Capital Services	16PJ-QWF6-99FN	10/8/2020	35	-	-	-	-	35
Amazon Capital Services	16PJ-QWF6-C373	10/8/2020	56	-	-	-	-	56
Amazon Capital Services	16PJ-QWF6-D6HG	10/8/2020	6	-	-	-	-	6
Amazon Capital Services	16PJ-QWF6-D7HF	10/8/2020	15	-	-	-	-	15
Amazon Capital Services	16PJ-QWF6-HXRN	10/8/2020	47	-	-	-	-	47
Amazon Capital Services	16PJ-QWF6-Q9WJ	10/8/2020	12	-	-	-	-	12
Amazon Capital Services	16QC-XTDX-KW4X	7/30/2020	40	-	-	-	-	40
Amazon Capital Services	16QC-XTDX-KWDK	7/30/2020	32	-	-	-	-	32
Amazon Capital Services	16QC-XTDX-LDWT	7/30/2020	21	-	-	-	-	21
Amazon Capital Services	16QX-KXK3-9WPT	10/5/2020	32	-	-	-	-	32
Amazon Capital Services	16QX-KXK3-VFRW	9/7/2020	7	-	-	-	-	7
Amazon Capital Services	16V7-C3L9-KK3K	10/10/2020	60	-	-	-	-	60
Amazon Capital Services	16V7-C3L9-LXVG	10/10/2020	69	_	-	-	-	69

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				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	16V7-C3L9-NGTV	10/10/2020	41	-	-	-	-	41
Amazon Capital Services	16V7-C3L9-QMPQ	10/10/2020	14	-	-	-	-	14
Amazon Capital Services	16V7-C3L9-RKMW	10/10/2020	38	-	-	-	-	38
Amazon Capital Services	16V7-C3L9-T1RY	10/10/2020	20	-	-	-	-	20
El Dorado Hills Chamber of Commerce	17200	6/25/2020	225	-	-	-	-	225
Debra King	1722	8/30/2020	1,475	-	-	-	-	1,475
Brave Writer LLC	17362043	8/7/2020	189	-	-	-	-	189
Day by Day Spanish	1740-1920-008	9/12/2020	210	-	-	-	-	210
Brave Writer LLC	17414907	8/6/2020	193	-	-	-	-	193
Amazon Capital Services	174N-YTFC-4D7M	10/7/2020	27	-	-	-	-	27
Amazon Capital Services	174N-YTFC-CQCP	10/8/2020	22	-	-	-	-	22
Amazon Capital Services	174N-YTFC-CYNN	10/8/2020	50	-	-	-	-	50
Amazon Capital Services	174N-YTFC-DC6D	10/8/2020	28	-	-	-	-	28
Amazon Capital Services	174N-YTFC-DLRQ	10/8/2020	29	-	-	-	-	29
Amazon Capital Services	174N-YTFC-LJHY	10/8/2020	11	-	-	-	-	11
Amazon Capital Services	174N-YTFC-LNFY	10/8/2020	12	-	-	-	-	12
Crafty School Crates	17860	9/5/2020	1,158	-	-	-	-	1,158
Crafty School Crates	17861	9/5/2020	1,158	-	-	-	-	1,158
Gravitas Publications, Inc.	17871	8/28/2020	168	-	-	-	-	168
Lakeshore	1789650720	8/7/2020	449	-	-	-	-	449
Amazon Capital Services	17GR-FVX3-JMRW	8/5/2020	31	-	-	-	-	31
Amazon Capital Services	17JK-V6PM-9D7M	10/5/2020	29	-	-	-	-	29
Amazon Capital Services	17JK-V6PM-CRHL	10/6/2020	30	-	-	-	-	30
Amazon Capital Services	17JK-V6PM-CV1D	10/6/2020	18	-	-	-	-	18
Amazon Capital Services	17JK-V6PM-FJ3H	10/6/2020	17	-	-	-	-	17
Amazon Capital Services	17JK-V6PM-XT4T	10/7/2020	26	-	-	-	-	26
Amazon Capital Services	17JL-7HDH-XX1V	7/24/2020	19	-	-	-	-	19
Amazon Capital Services	17XK-WKNH-497R	7/26/2020	115	-	-	-	-	115
Amazon Capital Services	17XK-WKNH-49GF	7/26/2020	83	-	-	-	-	83
Amazon Capital Services	17XK-WKNH-93DH	7/26/2020	6	-	-	-	-	6
Amazon Capital Services	17XK-WKNH-F7MH	7/26/2020	32	-	-	-	-	32
Amazon Capital Services	17XK-WKNH-F93K	7/26/2020	13	-	-	-	-	13
Amazon Capital Services	17XK-WKNH-F94H	7/26/2020	10	-	-	-	-	10
Amazon Capital Services	17XK-WKNH-F9GV	7/26/2020	47	-	-	-	-	47
Amazon Capital Services	17XK-WKNH-FWNN	7/26/2020	9	-	-	-	-	9

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Mary day Mayer	Invaired Constitution In	Data Divis	Commerce to	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Tak-1
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	17Y6-P96R-3QXK	7/26/2020	7	-	-	-	-	7
Amazon Capital Services	17Y6-P96R-4FJR	7/26/2020	87	-	-	-	-	87
Amazon Capital Services	17Y6-P96R-7NDN	7/27/2020	13	-	-	-	-	13
Amazon Capital Services	17Y6-P96R-9WF9	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	17Y6-P96R-CQY1	7/27/2020	15	-	-	-	-	15
Amazon Capital Services	17Y6-P96R-DM3X	7/27/2020	16	-	-	-	-	16
Amazon Capital Services	17Y6-P96R-HLKR	7/27/2020	22	-	-	-	-	22
Amazon Capital Services	17Y6-P96R-JWGN	7/27/2020	32	-	-	-	-	32
Amazon Capital Services	17Y6-P96R-NG1K	7/28/2020	15	-	-	-	-	15
Amazon Capital Services	17Y6-P96R-PQDK	7/28/2020	6	-	-	-	-	6
Amazon Capital Services	17Y6-P96R-T3LG	7/28/2020	33	-	-	-	-	33
Amazon Capital Services	17Y6-P96R-T3VT	7/28/2020	8	-	-	-	-	8
Amazon Capital Services	17Y6-P96R-T43G	7/28/2020	8	-	-	-	-	8
Amazon Capital Services	17Y6-P96R-TFDN	7/28/2020	15	-	-	-	-	15
Amazon Capital Services	17Y6-P96R-WV79	7/28/2020	17	-	-	-	-	17
Amazon Capital Services	17Y6-P96R-XF4T	7/28/2020	43	-	-	-	-	43
Amazon Capital Services	17Y6-P96R-XPYP	7/28/2020	43	-	-	-	-	43
EMH Sports USA, Inc.	182-236840-6	8/9/2020	1,020	-	-	-	-	1,020
Lakeshore	1902220720	8/8/2020	355	-	-	-	-	355
Lakeshore	1936270720	8/9/2020	148	-	-	-	-	148
Amazon Capital Services	196M-3YLP-4VNV	7/24/2020	30	-	-	-	-	30
Amazon Capital Services	19M9-3YWM-DW6C	8/1/2020	137	-	-	-	-	137
Amazon Capital Services	1C33-TM6J-C4Y7	7/27/2020	9	-	-	-	-	9
Amazon Capital Services	1C33-TM6J-FFGY	7/27/2020	66	-	-	-	-	66
Amazon Capital Services	1C33-TM6J-G6LQ	7/27/2020	66	-	-	-	-	66
Amazon Capital Services	1C33-TM6J-GWLY	7/27/2020	28	-	-	-	-	28
Amazon Capital Services	1C33-TM6J-HTLY	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	1C33-TM6J-KCVQ	7/27/2020	9	-	-	-	-	9
Amazon Capital Services	1C33-TM6J-KTLR	7/27/2020	15	-	-	-	-	15
Amazon Capital Services	1C33-TM6J-KTV7	7/27/2020	29	-	-	-	-	29
Amazon Capital Services	1C33-TM6J-MWR4	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	1C33-TM6J-NXLG	7/27/2020	32	-	-	-	-	32
Amazon Capital Services	1C33-TM6J-P7Y9	7/28/2020	10	-	-	-	-	10
Amazon Capital Services	1C33-TM6J-PCDK	7/28/2020	32	-	-	-	-	32
Amazon Capital Services	1C33-TM6J-PTWR	7/28/2020	71	-	_	-	-	71

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Vendor Name	Invoice/Credit Number	Data Pus	Current	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1C33-TM6J-Q7X9	7/28/2020	56	-	-	-	-	56
Amazon Capital Services	1C33-TM6J-W3TC	7/28/2020	14	-	-	-	-	14
Amazon Capital Services	1C33-TM6J-W76K	7/28/2020	10	-	-	-	-	10
Amazon Capital Services	1C74-DJXX-39XF	8/4/2020	102	-	-	-	-	102
Amazon Capital Services	1C74-DJXX-DDMH	8/4/2020	32	-	-	-	-	32
Amazon Capital Services	1C96-M3MF-6FYW	10/4/2020	28	-	-	-	-	28
Amazon Capital Services	1C96-M3MF-FYD9	10/5/2020	75	-	-	-	-	75
Amazon Capital Services	1C96-M3MF-MWM6	10/5/2020	18	-	-	-	-	18
Amazon Capital Services	1CJL-396L-1CCJ	7/25/2020	54	-	-	-	-	54
Amazon Capital Services	1CJL-396L-1DKW	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1CJL-396L-1JD7	7/25/2020	43	-	-	-	-	43
Amazon Capital Services	1CJL-396L-1NMG	7/25/2020	179	-	-	-	-	179
Amazon Capital Services	1CJL-396L-4QVN	7/26/2020	27	-	-	-	-	27
Amazon Capital Services	1CWC-HX37-HDR3	10/9/2020	9	-	-	-	-	9
Amazon Capital Services	1CWC-HX37-J9WT	10/9/2020	63	-	-	-	-	63
Amazon Capital Services	1CWC-HX37-MRYT	10/10/2020	14	-	-	-	-	14
Amazon Capital Services	1CWC-HX37-P4FM	10/10/2020	45	-	-	-	-	45
Amazon Capital Services	1CXY-VLWT-G339	10/9/2020	35	-	-	-	-	35
Amazon Capital Services	1CXY-VLWT-G3FN	10/9/2020	45	-	-	-	-	45
Amazon Capital Services	1CXY-VLWT-JVL9	10/10/2020	52	-	-	-	-	52
Amazon Capital Services	1CXY-VLWT-RGQQ	10/10/2020	8	-	-	-	-	8
Amazon Capital Services	1CYG-PWQQ-1LHN	7/24/2020	17	-	-	-	-	17
Amazon Capital Services	1CYG-PWQQ-1N9Y	7/24/2020	6	-	-	-	-	6
Amazon Capital Services	1CYG-PWQQ-33X1	7/24/2020	22	-	-	-	-	22
Amazon Capital Services	1CYG-PWQQ-3MYG	7/24/2020	46	-	-	-	-	46
Amazon Capital Services	1CYG-PWQQ-7RW6	7/24/2020	80	-	-	-	-	80
Amazon Capital Services	1CYG-PWQQ-7XF4	7/24/2020	24	-	-	-	-	24
Amazon Capital Services	1CYG-PWQQ-9HVJ	7/24/2020	36	-	-	-	-	36
Amazon Capital Services	1CYG-PWQQ-G7LY	7/24/2020	126	-	-	-	-	126
Amazon Capital Services	1CYG-PWQQ-H9FD	7/24/2020	36	-	-	-	-	36
Amazon Capital Services	1CYG-PWQQ-JYPR	7/25/2020	19	-	-	-	-	19
Amazon Capital Services	1CYG-PWQQ-K9NJ	7/25/2020	24	-	-	-	-	24
Amazon Capital Services	1CYG-PWQQ-KXDJ	7/25/2020	72	-	-	-	-	72
Amazon Capital Services	1CYG-PWQQ-KXFG	7/25/2020	31	-	-	-	-	31
Amazon Capital Services	1CYG-PWQQ-KXLX	7/25/2020	43	-	-	-	-	43

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	1 10 110 110	5.1.5		1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	-
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1CYG-PWQQ-L6HX	7/25/2020	38	-	-	-	-	38
Amazon Capital Services	1CYG-PWQQ-LKHL	7/25/2020	26	-	-	-	-	26
Amazon Capital Services	1CYG-PWQQ-MXJY	7/25/2020	46	-	-	-	-	46
Amazon Capital Services	1CYG-PWQQ-N6WT	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1CYG-PWQQ-PDRT	7/25/2020	27	-	-	-	-	27
Amazon Capital Services	1CYG-PWQQ-PJMY	7/25/2020	41	-	-	-	-	41
Amazon Capital Services	1CYG-PWQQ-PV9G	7/25/2020	12	-	-	-	-	12
Amazon Capital Services	1CYG-PWQQ-R4WM	7/25/2020	107	-	-	-	-	107
Amazon Capital Services	1CYG-PWQQ-RLDF	7/25/2020	34	-	-	-	-	34
Amazon Capital Services	1CYG-PWQQ-RX79	7/25/2020	15	-	-	-	-	15
Amazon Capital Services	1CYG-PWQQ-TJLT	7/25/2020	70	-	-	-	-	70
Amazon Capital Services	1CYG-PWQQ-VRDY	7/25/2020	50	-	-	-	-	50
Amazon Capital Services	1CYG-PWQQ-VYWL	7/25/2020	4	-	-	-	-	4
Amazon Capital Services	1CYG-PWQQ-W1FL	7/25/2020	53	-	-	-	-	53
Amazon Capital Services	1CYG-PWQQ-X6KY	7/25/2020	199	-	-	-	-	199
Amazon Capital Services	1CYG-PWQQ-XFPH	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1CYG-PWQQ-XK3L	7/25/2020	70	-	-	-	-	70
Amazon Capital Services	1CYG-PWQQ-XKFY	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1CYG-PWQQ-YFQC	7/25/2020	85	-	-	-	-	85
Amazon Capital Services	1D7H-LYCN-9QXR	10/11/2020	13	-	-	-	-	13
Amazon Capital Services	1D7H-LYCN-9RLJ	10/11/2020	9	-	-	-	-	9
Amazon Capital Services	1DXH-RVX3-3DQD	8/12/2020	10	-	-	-	-	10
Amazon Capital Services	1FJQ-YT13-3VHK	7/26/2020	10	-	-	-	-	10
Amazon Capital Services	1FJQ-YT13-3YWH	7/26/2020	10	-	-	-	-	10
Amazon Capital Services	1FJQ-YT13-4QFQ	7/26/2020	7	-	-	-	-	7
Amazon Capital Services	1FJQ-YT13-4QTR	7/26/2020	11	-	-	-	-	11
Amazon Capital Services	1FJQ-YT13-6JHQ	7/26/2020	12	-	-	-	-	12
Amazon Capital Services	1FJQ-YT13-C67D	7/27/2020	16	-	-	-	-	16
Amazon Capital Services	1FJQ-YT13-CXMN	7/27/2020	22	-	-	-	-	22
Amazon Capital Services	1FJQ-YT13-D44H	7/27/2020	16	-	-	-	-	16
Amazon Capital Services	1FJQ-YT13-F3WR	7/27/2020	6	-	-	-	-	6
Amazon Capital Services	1FJQ-YT13-GD6Y	7/27/2020	18	-	-	-	-	18
Amazon Capital Services	1FJQ-YT13-JQVX	7/27/2020	6	-	-	-	-	6
Amazon Capital Services	1FJQ-YT13-JTMF	7/27/2020	8	-	-	-	-	8
Amazon Capital Services	1FJQ-YT13-TGFM	7/28/2020	8	-	_	-	-	8

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v · · ·	1 10 110 110	5.1.5		1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1FJQ-YT13-X1KF	7/28/2020	66	-	-	-	-	66
Amazon Capital Services	1FJQ-YT13-XNLN	7/28/2020	26	-	-	-	-	26
Amazon Capital Services	1GGN-YQKN-1C7F	7/24/2020	18	-	-	-	-	18
Amazon Capital Services	1GGN-YQKN-7RDC	7/23/2020	(24)	-	-	-	-	(24)
Amazon Capital Services	1GGN-YQKN-93Q1	7/24/2020	67	-	-	-	-	67
Amazon Capital Services	1GGN-YQKN-D9L1	7/24/2020	25	-	-	-	-	25
Amazon Capital Services	1GGN-YQKN-DKNL	7/24/2020	33	-	-	-	-	33
Amazon Capital Services	1GGN-YQKN-DRMG	7/24/2020	136	-	-	-	-	136
Amazon Capital Services	1GGN-YQKN-FNPC	7/24/2020	22	-	-	-	-	22
Amazon Capital Services	1GGN-YQKN-FVDV	7/24/2020	145	-	-	-	-	145
Amazon Capital Services	1GGN-YQKN-FVQY	7/24/2020	8	-	-	-	-	8
Amazon Capital Services	1GGN-YQKN-JHLJ	7/25/2020	5	-	-	-	-	5
Amazon Capital Services	1GGN-YQKN-JJMF	7/25/2020	28	-	-	-	-	28
Amazon Capital Services	1GGN-YQKN-JNLC	7/25/2020	56	-	-	-	-	56
Amazon Capital Services	1GGN-YQKN-JPJH	7/25/2020	20	-	-	-	-	20
Amazon Capital Services	1GGN-YQKN-JPXJ	7/25/2020	70	-	-	-	-	70
Amazon Capital Services	1GGN-YQKN-JQ39	7/25/2020	76	-	-	-	-	76
Amazon Capital Services	1GGN-YQKN-JQ63	7/25/2020	94	-	-	-	-	94
Amazon Capital Services	1GGN-YQKN-JQQV	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1GGN-YQKN-JVVJ	7/25/2020	25	-	-	-	-	25
Amazon Capital Services	1GGN-YQKN-KX7N	7/25/2020	32	-	-	-	-	32
Amazon Capital Services	1GGN-YQKN-LC3J	7/25/2020	19	-	-	-	-	19
Amazon Capital Services	1GGN-YQKN-MWQG	7/25/2020	27	-	-	-	-	27
Amazon Capital Services	1GGN-YQKN-N4TX	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1GGN-YQKN-NCCW	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	1GGN-YQKN-NM7Q	7/25/2020	103	-	-	-	-	103
Amazon Capital Services	1GGN-YQKN-P3RY	7/25/2020	14	-	-	-	-	14
Amazon Capital Services	1GGN-YQKN-QCFL	7/25/2020	46	-	-	-	-	46
Amazon Capital Services	1GGN-YQKN-QCTM	7/25/2020	76	-	-	-	-	76
Amazon Capital Services	1GGN-YQKN-TRWR	7/25/2020	52	-	-	-	-	52
Amazon Capital Services	1GGN-YQKN-VGPJ	7/25/2020	172	-	-	-	-	172
Amazon Capital Services	1GGN-YQKN-VXQV	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1GGN-YQKN-XKVV	7/25/2020	38	-	-	-	-	38
Amazon Capital Services	1GGN-YQKN-XMCY	7/24/2020	10	-	-	-	-	10
Amazon Capital Services	1GGV-HNFX-3XMT	7/28/2020	24	_	_	_	_	24

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	1 10 110 110	5.1.5		1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	-
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1GGV-HNFX-4NM1	7/28/2020	29	-	-	-	-	29
Amazon Capital Services	1GGV-HNFX-6WJY	7/29/2020	27	-	-	-	-	27
Amazon Capital Services	1GGV-HNFX-741M	7/29/2020	5	-	-	-	-	5
Amazon Capital Services	1GGV-HNFX-99KF	7/29/2020	21	-	-	-	-	21
Amazon Capital Services	1GPK-JCV1-674D	7/24/2020	18	-	-	-	-	18
Amazon Capital Services	1GPK-JCV1-HF1Q	7/24/2020	60	-	-	-	-	60
Amazon Capital Services	1GPK-JCV1-HHPC	7/24/2020	13	-	-	-	-	13
Amazon Capital Services	1GPK-JCV1-HMXM	7/25/2020	19	-	-	-	-	19
Amazon Capital Services	1GPK-JCV1-HNGP	7/25/2020	141	-	-	-	-	141
Amazon Capital Services	1GPK-JCV1-HY7R	7/25/2020	11	-	-	-	-	11
Amazon Capital Services	1GPK-JCV1-J1PM	7/25/2020	103	-	-	-	-	103
Amazon Capital Services	1GPK-JCV1-JLM9	7/25/2020	67	-	-	-	-	67
Amazon Capital Services	1GPK-JCV1-JM9Y	7/25/2020	51	-	-	-	-	51
Amazon Capital Services	1GPK-JCV1-JMHL	7/25/2020	42	-	-	-	-	42
Amazon Capital Services	1GPK-JCV1-JMLC	7/25/2020	6	-	-	-	-	6
Amazon Capital Services	1GPK-JCV1-JN1F	7/25/2020	8	-	-	-	-	8
Amazon Capital Services	1GPK-JCV1-KJYH	7/25/2020	20	-	-	-	-	20
Amazon Capital Services	1GPK-JCV1-QDY7	7/25/2020	29	-	-	-	-	29
Amazon Capital Services	1GPK-JCV1-QFVG	7/25/2020	34	-	-	-	-	34
Amazon Capital Services	1GPK-JCV1-QG3Y	7/25/2020	37	-	-	-	-	37
Amazon Capital Services	1GPK-JCV1-QLYX	8/24/2020	128	-	-	-	-	128
Amazon Capital Services	1GPK-JCV1-QMV6	7/25/2020	6	-	-	-	-	6
Amazon Capital Services	1GPK-JCV1-T3WH	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	1GPK-JCV1-TY39	7/25/2020	43	-	-	-	-	43
Amazon Capital Services	1GPK-JCV1-VKT3	7/25/2020	28	-	-	-	-	28
Amazon Capital Services	1GPK-JCV1-VW1D	7/25/2020	15	-	-	-	-	15
Amazon Capital Services	1GPK-JCV1-YFKL	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1GV6-J6X1-D3NY	10/8/2020	24	-	-	-	-	24
Amazon Capital Services	1GV6-J6X1-DK4N	10/8/2020	22	-	-	-	-	22
Amazon Capital Services	1GV6-J6X1-F6QN	10/8/2020	6	-	-	-	-	6
Amazon Capital Services	1GV6-J6X1-VXNY	10/9/2020	8	-	-	-	-	8
Amazon Capital Services	1H1F-4JMF-1LDY	10/13/2020	16	-	-	-	-	16
Amazon Capital Services	1H1F-4JMF-FWQ4	10/14/2020	130	-	-	-	-	130
Amazon Capital Services	1H1F-4JMF-HY7Y	10/14/2020	59	-	-	-	-	59
Amazon Capital Services	1H1F-4JMF-JQVR	10/14/2020	12	_	-	-	_	12

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Was I N	luncia (o luncia	Data D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T-, '
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1HDW-H9DW-9P4G	8/4/2020	9	-	-	-	-	9
Amazon Capital Services	1HGF-FTHX-DXYV	10/12/2020	13	-	-	-	-	13
Amazon Capital Services	1HGF-FTHX-F4Q4	10/12/2020	12	-	-	-	-	12
Amazon Capital Services	1HTD-Q79J-119R	7/30/2020	10	-	-	-	-	10
Amazon Capital Services	1HTD-Q79J-3TXH	7/30/2020	5	-	-	-	-	5
Amazon Capital Services	1HTD-Q79J-HKQG	7/30/2020	36	-	-	-	-	36
Amazon Capital Services	1HTD-Q79J-QJPW	7/31/2020	38	-	-	-	-	38
Amazon Capital Services	1HWT-VFWJ-FP73	7/30/2020	10	-	-	-	-	10
Amazon Capital Services	1HY6-7V11-1YP1	7/24/2020	13	-	-	-	-	13
Amazon Capital Services	1HY6-7V11-3QC3	7/24/2020	11	-	-	-	-	11
Amazon Capital Services	1HY6-7V11-3YN1	7/24/2020	6	-	-	-	-	6
Amazon Capital Services	1HY6-7V11-617R	7/24/2020	91	-	-	-	-	91
Amazon Capital Services	1HY6-7V11-6313	7/24/2020	48	-	-	-	-	48
Amazon Capital Services	1JLG-VR73-1QTW	7/25/2020	164	-	-	-	-	164
Amazon Capital Services	1JLG-VR73-4TXG	7/26/2020	23	-	-	-	-	23
Amazon Capital Services	1JLG-VR73-6P46	7/26/2020	42	-	-	-	-	42
Amazon Capital Services	1JLG-VR73-C4JQ	7/26/2020	17	-	-	-	-	17
Amazon Capital Services	1JLG-VR73-FTCC	7/26/2020	13	-	-	-	-	13
Amazon Capital Services	1JLG-VR73-G1KH	7/26/2020	9	-	-	-	-	9
Amazon Capital Services	1JLQ-XQQC-YR6J	7/24/2020	45	-	-	-	-	45
Amazon Capital Services	1JLQ-XQQC-YRHW	7/24/2020	25	-	-	-	-	25
Amazon Capital Services	1JXM-MRFV-D6CH	10/4/2020	37	-	-	-	-	37
Amazon Capital Services	1KK4-4RKX-PJLL	8/16/2020	31	-	-	-	-	31
Amazon Capital Services	1KLV-D4PR-JJM7	10/11/2020	28	-	-	-	-	28
Amazon Capital Services	1KLV-D4PR-K4R4	10/11/2020	14	-	-	-	-	14
Amazon Capital Services	1KMT-YFN7-KDP3	7/30/2020	52	-	-	-	-	52
Amazon Capital Services	1KMT-YFN7-LYJR	7/30/2020	10	-	-	-	-	10
Amazon Capital Services	1KMT-YFN7-MDFM	7/30/2020	47	-	-	-	-	47
Amazon Capital Services	1KND-FVQX-1XGG	7/29/2020	155	-	-	-	-	155
Amazon Capital Services	1KND-FVQX-KKGR	7/30/2020	13	_	-	-	-	13
Amazon Capital Services	1KVR-DPJT-17X3	7/28/2020	65	-	-	-	-	65
Amazon Capital Services	1KVR-DPJT-19NM	7/28/2020	41	-	-	-	-	41
Amazon Capital Services	1KVR-DPJT-46G3	7/28/2020	27	-	-	-	-	27
Amazon Capital Services	1KVR-DPJT-4YLV	7/29/2020	70	-	-	-	-	70
Amazon Capital Services	1KVR-DPJT-6P34	7/29/2020	71	_	_	_	_	71

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Von I N	luncia /a luncia	Deta D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T-/ 1
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1KVR-DPJT-6YTC	7/29/2020	8	-	-	-	-	8
Amazon Capital Services	1KWF-3DQ9-CGP4	8/4/2020	13	-	-	-	-	13
Amazon Capital Services	1L1C-WP1D-11VR	7/26/2020	52	-	-	-	-	52
Amazon Capital Services	1L1C-WP1D-1XMF	7/26/2020	9	-	-	-	-	9
Amazon Capital Services	1L1C-WP1D-3DPQ	7/26/2020	8	-	-	-	-	8
Amazon Capital Services	1L1C-WP1D-3VTX	7/26/2020	15	-	-	-	-	15
Amazon Capital Services	1L1C-WP1D-3WTW	7/26/2020	9	-	-	-	-	9
Amazon Capital Services	1L1C-WP1D-3WVT	7/26/2020	15	-	-	-	-	15
Amazon Capital Services	1L1C-WP1D-41YF	7/26/2020	28	-	-	-	-	28
Amazon Capital Services	1L1C-WP1D-6PVV	7/26/2020	11	-	-	-	-	11
Amazon Capital Services	1L1C-WP1D-FGDV	7/27/2020	4	-	-	-	-	4
Amazon Capital Services	1L1C-WP1D-G3R6	7/27/2020	18	-	-	-	-	18
Amazon Capital Services	1L1C-WP1D-JFQR	7/27/2020	132	-	-	-	-	132
Amazon Capital Services	1L1C-WP1D-L4JF	7/27/2020	6	-	-	-	-	6
Amazon Capital Services	1L1C-WP1D-MTCY	7/27/2020	9	-	-	-	-	9
Amazon Capital Services	1L1C-WP1D-MVVQ	7/27/2020	8	-	-	-	-	8
Amazon Capital Services	1L1C-WP1D-NDDD	7/27/2020	15	-	-	-	-	15
Amazon Capital Services	1L1C-WP1D-NT9Y	7/27/2020	69	-	-	-	-	69
Amazon Capital Services	1L1C-WP1D-RPGK	7/28/2020	25	-	-	-	-	25
Amazon Capital Services	1L1C-WP1D-T6R7	7/28/2020	20	-	-	-	-	20
Amazon Capital Services	1L1C-WP1D-V1D7	7/28/2020	28	-	-	-	-	28
Amazon Capital Services	1L1C-WP1D-VPDK	7/28/2020	11	-	-	-	-	11
Amazon Capital Services	1L1C-WP1D-X7KG	7/28/2020	22	-	-	-	-	22
Amazon Capital Services	1L1C-WP1D-Y666	7/28/2020	9	-	-	-	-	9
Amazon Capital Services	1L1C-WP1D-YJ9N	7/28/2020	36	-	-	-	-	36
Amazon Capital Services	1L3P-NYJC-PCPD	8/10/2020	119	-	-	-	-	119
Amazon Capital Services	1LMK-RYJL-113Q	8/8/2020	2	-	-	-	-	2
Amazon Capital Services	1LX6-YQ19-9QLF	10/11/2020	44	-	-	-	-	44
Amazon Capital Services	1LX6-YQ19-F9R7	10/11/2020	16	-	-	-	-	16
Amazon Capital Services	1LX6-YQ19-NCY4	10/11/2020	20	-	-	-	-	20
Amazon Capital Services	1M9G-PNV3-1D3K	7/24/2020	11	-	-	-	-	11
Amazon Capital Services	1M9G-PNV3-1MRR	7/24/2020	14	-	-	_	-	14
Amazon Capital Services	1M9G-PNV3-1P7W	7/24/2020	9	-	-	-	-	9
Amazon Capital Services	1M9G-PNV3-3K63	7/24/2020	76	-	-	-	-	76
Amazon Capital Services	1MJW-G7NY-JT3P	8/2/2020	293	_	_	_	_	293

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Vendor Name	Invoice/Credit Number	Data Dua	Current	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1MPD-FPQC-3KGG	7/28/2020	31	-	-	-	-	31
Amazon Capital Services	1MPD-FPQC-3NVD	7/28/2020	34	-	-	-	-	34
Amazon Capital Services	1N9Y-PJVW-Q7CJ	8/25/2020	13	-	-	-	-	13
Amazon Capital Services	1NQ1-RT4Y-XYKM	7/24/2020	77	-	-	-	-	77
Amazon Capital Services	1NQ1-RT4Y-YXVW	7/24/2020	4	-	-	-	-	4
Amazon Capital Services	1NQX-CLNX-91QW	8/9/2020	59	-	-	-	-	59
Amazon Capital Services	1NQX-CLNX-CTXM	8/9/2020	8	-	-	-	-	8
Amazon Capital Services	1NTR-DV1T-CGKW	7/30/2020	36	-	-	-	-	36
Amazon Capital Services	1NTR-DV1T-CHLR	7/30/2020	17	-	-	-	-	17
Amazon Capital Services	1NTR-DV1T-WM67	7/31/2020	12	-	-	-	-	12
Amazon Capital Services	1NTR-DV1T-WXWD	7/31/2020	14	-	-	-	-	14
Amazon Capital Services	1NTR-DV1T-YR14	7/31/2020	11	-	-	-	-	11
Amazon Capital Services	1P49-9PFN-DQWK	8/17/2020	(52)	-	-	-	-	(52)
Amazon Capital Services	1P7G-7TF9-9VCW	10/9/2020	46	-	-	-	-	46
Amazon Capital Services	1P7G-7TF9-DYRL	10/9/2020	6	-	-	-	-	6
Amazon Capital Services	1P7G-7TF9-LHCM	10/10/2020	37	-	-	-	-	37
Amazon Capital Services	1P7G-7TF9-RN1J	10/10/2020	7	-	-	-	-	7
Amazon Capital Services	1P7G-7TF9-TCD7	10/10/2020	53	-	-	-	-	53
Amazon Capital Services	1P7G-7TF9-TGT1	10/10/2020	16	-	-	-	-	16
Amazon Capital Services	1PC9-JQPQ-1D6G	10/13/2020	(143)	-	-	-	-	(143)
Amazon Capital Services	1PK3-1GFL-G17M	10/9/2020	33	-	-	-	-	33
Amazon Capital Services	1PK3-1GFL-HCP9	10/9/2020	6	-	-	-	-	6
Amazon Capital Services	1PK3-1GFL-K199	10/9/2020	8	-	-	-	-	8
Amazon Capital Services	1PK3-1GFL-K1YP	10/9/2020	24	-	-	-	-	24
Amazon Capital Services	1PK3-1GFL-KKXC	10/9/2020	(2)	-	-	-	-	(2)
Amazon Capital Services	1PK3-1GFL-LXWV	10/10/2020	67	-	-	-	-	67
Amazon Capital Services	1PK3-1GFL-N9DM	10/10/2020	20	-	-	-	-	20
Amazon Capital Services	1PK3-1GFL-NTVW	10/10/2020	8	-	-	-	-	8
Amazon Capital Services	1PK3-1GFL-RGML	10/10/2020	16	-	-	-	-	16
Amazon Capital Services	1PVH-LGDV-CYLQ	10/6/2020	28	-	-	-	-	28
Amazon Capital Services	1PVH-LGDV-K3VK	10/8/2020	(11)	-	-	-	-	(11)
Amazon Capital Services	1PVH-LGDV-XM7K	10/7/2020	31	-	-	-	-	31
Amazon Capital Services	1PYR-MVFQ-7WRJ	7/29/2020	38	-	-	-	-	38
Amazon Capital Services	1PYV-6YJ6-DTFC	10/12/2020	22	-	-	-	-	22
Amazon Capital Services	1PYV-6YJ6-K7K3	10/12/2020	42	-	-	-	_	42

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Was I N	lauria la la la la	Data D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1Q37-NF34-1913	7/31/2020	42	-	-	-	-	42
Amazon Capital Services	1Q3L-PRGP-D1GT	8/11/2020	27	-	-	-	-	27
Amazon Capital Services	1QHK-KPTC-6MWR	10/5/2020	15	-	-	-	-	15
Amazon Capital Services	1QHK-KPTC-77PK	10/5/2020	43	-	-	-	-	43
Amazon Capital Services	1QHK-KPTC-79T9	10/5/2020	13	-	-	-	-	13
Amazon Capital Services	1QHK-KPTC-CWGC	10/6/2020	12	-	-	-	-	12
Amazon Capital Services	1QHK-KPTC-PRM3	10/6/2020	21	-	-	-	-	21
Amazon Capital Services	1QLP-VRRF-6D7D	7/28/2020	7	-	-	-	-	7
Amazon Capital Services	1QLP-VRRF-7PCP	7/28/2020	66	-	-	-	-	66
Amazon Capital Services	1QLP-VRRF-DN9L	7/29/2020	8	-	-	-	-	8
Amazon Capital Services	1QLP-VRRF-DNVC	7/29/2020	10	-	-	-	-	10
Amazon Capital Services	1QTV-PLW3-C9P1	10/14/2020	16	-	-	-	-	16
Amazon Capital Services	1QWQ-CJ36-7MGY	7/31/2020	57	-	-	-	-	57
Amazon Capital Services	1R9F-4JXK-1D36	7/26/2020	18	-	-	-	-	18
Amazon Capital Services	1R9F-4JXK-43L7	7/26/2020	15	-	-	-	-	15
Amazon Capital Services	1R9F-4JXK-4L4N	7/26/2020	8	-	-	-	-	8
Amazon Capital Services	1R9F-4JXK-69Y4	7/26/2020	14	-	-	-	-	14
Amazon Capital Services	1R9F-4JXK-6K6K	7/26/2020	10	-	-	-	-	10
Amazon Capital Services	1R9F-4JXK-74RL	7/26/2020	9	-	-	-	-	9
Amazon Capital Services	1R9F-4JXK-CCCC	7/26/2020	32	-	-	-	-	32
Amazon Capital Services	1R9F-4JXK-HXNJ	7/27/2020	18	-	-	-	-	18
Amazon Capital Services	1R9F-4JXK-JGVK	7/27/2020	15	-	-	-	-	15
Amazon Capital Services	1R9F-4JXK-KGPQ	7/27/2020	8	-	-	-	-	8
Amazon Capital Services	1R9F-4JXK-KXJN	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	1R9F-4JXK-KXWR	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	1R9F-4JXK-KYKJ	7/27/2020	6	-	-	-	-	6
Amazon Capital Services	1R9F-4JXK-M1FN	7/27/2020	16	-	-	-	-	16
Amazon Capital Services	1R9F-4JXK-X91H	7/28/2020	18	-	-	-	-	18
Amazon Capital Services	1RC7-JLNQ-1RM7	7/25/2020	67	-	-	-	-	67
Amazon Capital Services	1RC7-JLNQ-39W3	7/25/2020	43	-	-	-	-	43
Amazon Capital Services	1RC7-JLNQ-3PYH	7/25/2020	5	-	-	-	-	5
Amazon Capital Services	1RC7-JLNQ-3W34	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	1RC7-JLNQ-66ML	7/26/2020	20	-	-	-	-	20
Amazon Capital Services	1RC7-JLNQ-66T6	7/26/2020	24	-	-	-	-	24
Amazon Capital Services	1RC7-JLNQ-FY6C	7/26/2020	9	-	-	-	-	9

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Warra L. M.	Investor (C. 19 No. 1	Data D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1RC7-JLNQ-FYYL	7/26/2020	8	-	-	-	-	8
Amazon Capital Services	1RC7-JLNQ-G19Y	7/26/2020	9	-	-	-	-	9
Amazon Capital Services	1RC7-JLNQ-G7RP	7/26/2020	54	-	-	-	-	54
Amazon Capital Services	1RN1-XR7D-1LL3	10/10/2020	81	-	-	-	-	81
Amazon Capital Services	1RN1-XR7D-9WCX	10/11/2020	17	-	-	-	-	17
Amazon Capital Services	1TG3-JK49-1694	8/7/2020	48	-	-	-	-	48
Amazon Capital Services	1TGJ-Q4HP-7GGK	9/12/2020	8	-	-	-	-	8
Amazon Capital Services	1TGJ-Q4HP-WDMP	10/13/2020	16	-	-	-	-	16
Amazon Capital Services	1TN3-FNYP-1LTT	7/25/2020	56	-	-	-	-	56
Amazon Capital Services	1TN3-FNYP-4CXP	7/25/2020	33	-	-	-	-	33
Amazon Capital Services	1TN3-FNYP-6DJK	7/26/2020	66	-	-	-	-	66
Amazon Capital Services	1TN3-FNYP-6QRJ	7/26/2020	20	-	-	-	-	20
Amazon Capital Services	1TN3-FNYP-DFQM	7/26/2020	30	-	-	-	-	30
Amazon Capital Services	1TPJ-NW79-WFQ4	10/11/2020	7	-	-	-	-	7
Amazon Capital Services	1TRL-YT77-Q744	7/31/2020	18	-	-	-	-	18
Amazon Capital Services	1TRL-YT77-Q79V	7/31/2020	24	-	-	-	-	24
Amazon Capital Services	1TRY-1VK4-1JKC	7/24/2020	35	-	-	-	-	35
Amazon Capital Services	1TRY-1VK4-3TW4	7/24/2020	27	-	-	-	-	27
Amazon Capital Services	1TRY-1VK4-6T9D	7/24/2020	74	_	-	-	-	74
Amazon Capital Services	1TVV-17WX-DRXM	9/3/2020	(1)	-	-	-	-	(1)
Amazon Capital Services	1TVV-17WX-GRCT	9/4/2020	29	-	-	-	-	29
Amazon Capital Services	1V3P-HP6Q-1RPV	7/28/2020	2	_	-	-	-	2
Amazon Capital Services	1V3P-HP6Q-1VPR	7/28/2020	14	_	-	-	-	14
Amazon Capital Services	1V3P-HP6Q-4WRG	7/28/2020	48	_	-	-	-	48
Amazon Capital Services	1V3P-HP6Q-6LTL	7/28/2020	13	-	-	-	-	13
Amazon Capital Services	1V47-NFJM-D3CM	10/6/2020	6	-	-	-	-	6
Amazon Capital Services	1V47-NFJM-XCD1	9/7/2020	30	-	-	-	-	30
Amazon Capital Services	1V64-KPQ7-1R3P	7/28/2020	23	-	-	-	-	23
Amazon Capital Services	1V64-KPQ7-4FH7	7/28/2020	111	-	-	-	-	111
Amazon Capital Services	1VN9-R73G-1DK7	7/30/2020	47	-	-	-	-	47
Amazon Capital Services	1VN9-R73G-1TJT	7/30/2020	21	-	-	-	-	21
Amazon Capital Services	1VP1-WVVG-DGGG	10/14/2020	36	-	-	_	-	36
Amazon Capital Services	1WJL-364W-1TR4	7/31/2020	11	-	-	-	-	11
Amazon Capital Services	1WTC-MDGC-Y97C	8/4/2020	23	-	-	-	-	23
Amazon Capital Services	1X11-T4JX-44XH	7/26/2020	14	_	_	_		14

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Wender Name Invoice/Creent Number Sate Due Past					1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Amazon Capital Services 1X11-T4JX-HPOM 7/27/2020 32 . 32 Amazon Capital Services 1X11-T4JX-HPOM 7/27/2020 25 . . 25 Amazon Capital Services 1X11-T4JX-HOR 7/27/2020 17 . . 17 Amazon Capital Services 1X11-T4JX-MORM 7/27/2020 62 . . . 8 Amazon Capital Services 1X11-T4JX-RPW 7/27/2020 8 8 Amazon Capital Services 1X11-T4JX-RPW 7/27/2020 16 .	Vendor Name	Invoice/Credit Number	Date Due	Current	-	-	•	-	Total
Amazon Capital Services 1X11-T4JX-LOSP 7/27/2020 17 -	Amazon Capital Services	1X11-T4JX-GW3V	7/27/2020	32	-	-	-	-	32
Amazon Capital Services 1X11-T4JX-K7GM 7/27/2020 62 62 Amazon Capital Services 1X11-T4JX-LQR7 7/27/2020 8 88 Amazon Capital Services 1X11-T4JX-LQR7 7/27/2020 16 88 Amazon Capital Services 1X11-T4JX-MTMC 7/27/2020 16 2 Amazon Capital Services 1X11-T4JX-MTMC 7/27/2020 16 2 Amazon Capital Services 1X11-T4JX-MTMC 7/28/2020 21 2 Amazon Capital Services 1X11-T4JX-MTM 7/28/2020 20 2 Amazon Capital Services 1X11-T4JX-TMX 7/28/2020 51 2 Amazon Capital Services 1X11-T4JX-TMM 7/28/2020 51 2 Amazon Capital Services 1X11-T4JX-TMM6 7/28/2020 51 2 Amazon Capital Services 1X11-T4JX-TMM6 7/28/2020 15	Amazon Capital Services	1X11-T4JX-HPQM	7/27/2020	25	-	-	-	-	25
Amazon Capital Services 1X11-T4JX-LQR7 7/27/2020 8 - - 8 8 Amazon Capital Services 1X11-T4JX-LRHV 7/27/2020 8 - - - 18 Amazon Capital Services 1X11-T4JX-MTNC 7/28/2020 21 - - - 21 Amazon Capital Services 1X11-TAJX-TJXK 7/28/2020 20 - - - 20 Amazon Capital Services 1X11-TAJX-TMM1 7/28/2020 51 - - - 20 Amazon Capital Services 1X11-TAJX-TMM6 7/28/2020 40 - - - - 40 Amazon Capital Services 1X11-TAJX-XJHG 7/28/2020 15 -<	Amazon Capital Services	1X11-T4JX-JQ6P	7/27/2020	17	-	-	-	-	17
Amazon Capital Services 1X11-T4JX-LRHV 7/27/2020 8	Amazon Capital Services	1X11-T4JX-K7GM	7/27/2020	62	-	-	-	-	62
Amazon Capital Services 1X11-TaJX-MTNC 7/27/2020 16 -	Amazon Capital Services	1X11-T4JX-LQR7	7/27/2020	8	-	-	-	-	8
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-LRHV	7/27/2020	8	-	-	-	-	8
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-MTNC	7/27/2020	16	-	-	-	-	16
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-Q6H6	7/28/2020	21	-	-	-	-	21
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-TLXK	7/28/2020	20	-	-	-	-	20
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-TM71	7/28/2020	51	-	-	-	-	51
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-TMM6	7/28/2020	40	-	-	-	-	40
Amazon Capital Services	Amazon Capital Services	1X11-T4JX-XJHG	7/28/2020	15	-	-	-	-	15
Amazon Capital Services	Amazon Capital Services	1X67-JX4G-XN9G	7/24/2020	64	-	-	-	-	64
Amazon Capital Services	Amazon Capital Services	1X67-JX4G-YYFQ	7/24/2020	21	-	-	-	-	21
Amazon Capital Services 1XJL-6DD1-MDNQ 10/13/2020 15 49 Amazon Capital Services 1XJL-6DD1-PM4G 10/13/2020 15 49 Amazon Capital Services 1XJL-6DD1-PM4G 10/13/2020 15 49 Amazon Capital Services 1XWW-7YNP-3RF7 8/8/2020 25 25 Amazon Capital Services 1XNW-7YNP-3RIX 8/8/2020 17 25 Amazon Capital Services 1XRW-6GRH-1H7G 7/24/2020 29 29 Amazon Capital Services 1XRV-6GRH-1H7G 7/24/2020 58 29 Amazon Capital Services 1XRV-6GRH-93R6 7/24/2020 60	Amazon Capital Services	1XJL-6DD1-4DX7	10/12/2020	14	-	-	-	-	14
Amazon Capital Services 1XJL-6DD1-PM4G 10/13/2020 15 15 Amazon Capital Services 1XNW-7YNP-3RF7 8/8/2020 25 15 Amazon Capital Services 1XNW-7YNP-3RIX 8/8/2020 17	Amazon Capital Services	1XJL-6DD1-J4N9	10/12/2020	6	-	-	-	-	6
Amazon Capital Services	Amazon Capital Services	1XJL-6DD1-MDNQ	10/13/2020	49	-	-	-	-	49
Amazon Capital Services 1XNW-7YNP-3RJX 8/8/2020 17 17 Amazon Capital Services 1XPR-PN3G-HTV7 8/2/2020 29 29 Amazon Capital Services 1XRV-6GRH-1H7G 7/24/2020 58 58 Amazon Capital Services 1XRV-6GRH-93R6 7/24/2020 60 60 Amazon Capital Services 1XRV-6GRH-D196 7/24/2020 25 60 Amazon Capital Services 1XRV-6GRH-HCRK 7/24/2020 140 69 Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 69 Amazon Capital Services 1XRV-6GRH-JWC 7/25/2020 47 69 Amazon Capital Services 1XRV-6GRH-JOSQ 7/25/2020 12 69 Amazon Capital Services 1XRV-6GRH-JOSQ 7/25/2020 12 69 Amazon Capital Services 1XRV-6GRH-JOSQ 7/25/2020 6 69 Amazon Capital Services 1XRV-6GRH-JOSQ 7/25/2020 12	Amazon Capital Services	1XJL-6DD1-PM4G	10/13/2020	15	-	-	-	-	15
Amazon Capital Services 1XPR-PN3G-HTV7 8/2/2020 29 29 Amazon Capital Services 1XRV-6GRH-1H7G 7/24/2020 58 29 Amazon Capital Services 1XRV-6GRH-93R6 7/24/2020 60 60 Amazon Capital Services 1XRV-6GRH-D196 7/24/2020 25 25 Amazon Capital Services 1XRV-6GRH-HCRK 7/24/2020 140 25 Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 60 Amazon Capital Services 1XRV-6GRH-JTWC 7/25/2020 69 69 Amazon Capital Services 1XRV-6GRH-JOSV 7/25/2020 47 69 Amazon Capital Services 1XRV-6GRH-JOSV 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JOSV 7/25/2020 6 69 Amazon Capital Services 1XRV-6GRH-JOSV 7/25/2020 12	Amazon Capital Services	1XNW-7YNP-3RF7	8/8/2020	25	-	-	-	-	25
Amazon Capital Services 1XRV-6GRH-1H7G 7/24/2020 58 58 Amazon Capital Services 1XRV-6GRH-93R6 7/24/2020 60 60 Amazon Capital Services 1XRV-6GRH-D196 7/24/2020 25 25 Amazon Capital Services 1XRV-6GRH-HCRK 7/24/2020 140 25 Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 69 Amazon Capital Services 1XRV-6GRH-JTWC 7/25/2020 47 69 Amazon Capital Services 1XRV-6GRH-JC6Q 7/25/2020 12 69 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 12 69 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 6 68 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 68 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 68 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43	Amazon Capital Services	1XNW-7YNP-3RJX	8/8/2020	17	-	-	-	-	17
Amazon Capital Services	Amazon Capital Services	1XPR-PN3G-HTV7	8/2/2020	29	-	-	-	-	29
Amazon Capital Services 1XRV-6GRH-D196 7/24/2020 25 25 Amazon Capital Services 1XRV-6GRH-HCRK 7/24/2020 140 140 Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 69 Amazon Capital Services 1XRV-6GRH-J7WC 7/25/2020 47 69 Amazon Capital Services 1XRV-6GRH-JGCQ 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JDSV 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JDSV 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 8 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 8 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 8 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 3 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 281 3 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 281	Amazon Capital Services	1XRV-6GRH-1H7G	7/24/2020	58	-	-	-	-	58
Amazon Capital Services 1XRV-6GRH-HCRK 7/24/2020 140 140 Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 69 Amazon Capital Services 1XRV-6GRH-JTWC 7/25/2020 47 69 Amazon Capital Services 1XRV-6GRH-JGQ 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 32 Amazon Capital Services 1XRV-6GRH-JW1 7/25/2020 86 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 86 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 33 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 281	Amazon Capital Services	1XRV-6GRH-93R6	7/24/2020	60	-	-	-	-	60
Amazon Capital Services 1XRV-6GRH-HX49 7/25/2020 69 - - - - - 69 Amazon Capital Services 1XRV-6GRH-J7WC 7/25/2020 47 - - - - 47 Amazon Capital Services 1XRV-6GRH-JC6Q 7/25/2020 12 - - - - - 12 Amazon Capital Services 1XRV-6GRH-JD8V 7/25/2020 6 - - - - - 6 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 - - - - 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 - - - - 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 - - - - - 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 35 - - - - - 35	Amazon Capital Services	1XRV-6GRH-D196	7/24/2020	25	-	-	-	-	25
Amazon Capital Services 1XRV-6GRH-J7WC 7/25/2020 47 47 Amazon Capital Services 1XRV-6GRH-JC6Q 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 32 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 35 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 281	Amazon Capital Services	1XRV-6GRH-HCRK	7/24/2020	140	-	-	-	-	140
Amazon Capital Services 1XRV-6GRH-JC6Q 7/25/2020 12 12 Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 32 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 43 Amazon Capital Services 1XRV-6GRH-JW4F 7/25/2020 43 35 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 281	Amazon Capital Services	1XRV-6GRH-HX49	7/25/2020	69	-	-	-	-	69
Amazon Capital Services 1XRV-6GRH-JD3V 7/25/2020 6 6 Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 32 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 281	Amazon Capital Services	1XRV-6GRH-J7WC	7/25/2020	47	-	-	-	-	47
Amazon Capital Services 1XRV-6GRH-JD6P 7/25/2020 32 - - - - - - 32 Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 - - - - - - 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 - - - - - - 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 - - - - - - 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 - - - - - - - - 281	Amazon Capital Services	1XRV-6GRH-JC6Q	7/25/2020	12	-	-	-	-	12
Amazon Capital Services 1XRV-6GRH-JVP1 7/25/2020 86 - - - - - 86 Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 - - - - - - 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 - - - - - - 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 - - - - - - 281	Amazon Capital Services	1XRV-6GRH-JD3V	7/25/2020	6	-	-	-	-	6
Amazon Capital Services 1XRV-6GRH-JW1F 7/25/2020 43 - - - - - 43 Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 - - - - - - 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 - - - - - - 281	Amazon Capital Services	1XRV-6GRH-JD6P	7/25/2020	32	-	-	-	-	32
Amazon Capital Services 1XRV-6GRH-JW64 7/25/2020 35 - - - - - - 35 Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 - - - - - - 281	Amazon Capital Services	1XRV-6GRH-JVP1	7/25/2020	86	-	-	-	-	86
Amazon Capital Services 1XRV-6GRH-JX46 7/25/2020 281 281	Amazon Capital Services	1XRV-6GRH-JW1F	7/25/2020	43	-	-	-	-	43
·	Amazon Capital Services	1XRV-6GRH-JW64	7/25/2020	35	-	-	-	-	35
Amazon Capital Services 1XRV-6GRH-JYYD 7/25/2020 33 33	Amazon Capital Services	1XRV-6GRH-JX46	7/25/2020	281	-	-	-	-	281
	Amazon Capital Services	1XRV-6GRH-JYYD	7/25/2020	33	-	-	-	-	33

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August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1XRV-6GRH-K1Y6	7/25/2020	28	-	-	-	-	28
Amazon Capital Services	1XRV-6GRH-K4RJ	7/25/2020	99	-	-	-	-	99
Amazon Capital Services	1XRV-6GRH-KM77	7/25/2020	24	-	-	-	-	24
Amazon Capital Services	1XRV-6GRH-KXQQ	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1XRV-6GRH-L4NN	7/25/2020	29	-	-	-	-	29
Amazon Capital Services	1XRV-6GRH-LJC3	7/25/2020	36	-	-	-	-	36
Amazon Capital Services	1XRV-6GRH-M3F9	7/25/2020	33	-	-	-	-	33
Amazon Capital Services	1XRV-6GRH-NYH3	7/25/2020	47	-	-	-	-	47
Amazon Capital Services	1XRV-6GRH-NYKV	7/25/2020	37	-	-	-	-	37
Amazon Capital Services	1XRV-6GRH-P49C	7/25/2020	66	-	-	-	-	66
Amazon Capital Services	1XRV-6GRH-PR9M	7/25/2020	8	-	-	-	-	8
Amazon Capital Services	1XRV-6GRH-QNY4	7/25/2020	22	-	-	-	-	22
Amazon Capital Services	1XRV-6GRH-TR6K	7/25/2020	22	-	-	-	-	22
Amazon Capital Services	1XRV-6GRH-VVLJ	7/25/2020	72	-	-	-	-	72
Amazon Capital Services	1XRV-6GRH-YJ3N	7/25/2020	11	-	-	-	-	11
Amazon Capital Services	1XRV-6GRH-YT9Y	7/25/2020	20	-	-	-	-	20
Amazon Capital Services	1Y1R-6J36-17WH	8/8/2020	60	-	-	-	-	60
Amazon Capital Services	1YFG-MW9X-PDFC	9/13/2020	145	-	-	-	-	145
Amazon Capital Services	1YHC-D6PQ-3G3N	7/29/2020	8	-	-	-	-	8
Amazon Capital Services	1YHC-D6PQ-HX91	7/29/2020	21	-	-	-	-	21
Amazon Capital Services	1YHC-D6PQ-L4MR	7/30/2020	46	-	-	-	-	46
Amazon Capital Services	1YJ1-JJML-KD7F	8/8/2020	36	-	-	-	-	36
Amazon Capital Services	1YMM-VTLN-C9M4	10/7/2020	27	-	-	-	-	27
Amazon Capital Services	1YMM-VTLN-CQD9	10/8/2020	50	-	-	-	-	50
Amazon Capital Services	1YMM-VTLN-DWQ4	10/8/2020	8	-	-	-	-	8
Amazon Capital Services	1YMM-VTLN-H6H9	10/8/2020	14	-	-	-	-	14
Amazon Capital Services	1YMM-VTLN-LNTN	10/8/2020	30	-	-	-	-	30
Amazon Capital Services	1YMM-VTLN-MC3J	10/8/2020	70	-	-	-	-	70
Amazon Capital Services	1YMM-VTLN-Q61H	10/8/2020	15	-	-	-	-	15
Amazon Capital Services	1YMM-VTLN-QY4H	10/8/2020	114	-	-	-	-	114
Amazon Capital Services	1YMM-VTLN-TM6L	10/8/2020	95	-	-	-	-	95
Amazon Capital Services	1YPG-M676-JLLX	10/8/2020	51	-	-	-	-	51
Amazon Capital Services	1YPG-M676-JP4R	10/8/2020	26	-	-	-	-	26
Amazon Capital Services	1YPG-M676-LKTC	10/8/2020	8	-	-	-	-	8
Amazon Capital Services	1YPG-M676-NT1H	10/8/2020	13	-	-	-	-	13

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Amazon Capital Services	1YQQ-7LJ7-DKMN	10/14/2020	24	-	-	-	-	24
Amazon Capital Services	1YTG-GPR6-3TPQ	7/24/2020	14	-	-	-	-	14
Amazon Capital Services	1YTG-GPR6-CPF6	7/24/2020	5	-	-	-	-	5
Amazon Capital Services	1YTG-GPR6-DPNH	7/24/2020	56	-	-	-	-	56
Amazon Capital Services	1YTG-GPR6-DPWX	7/24/2020	11	-	-	-	-	11
Amazon Capital Services	1YTG-GPR6-FCLX	7/24/2020	147	-	-	-	-	147
Amazon Capital Services	1YTG-GPR6-HWGK	7/25/2020	85	-	-	-	-	85
Amazon Capital Services	1YTG-GPR6-J19N	7/25/2020	65	-	-	-	-	65
Amazon Capital Services	1YTG-GPR6-JQL9	7/25/2020	40	-	-	-	-	40
Amazon Capital Services	1YTG-GPR6-JRM4	7/25/2020	33	-	-	-	-	33
Amazon Capital Services	1YTG-GPR6-KF4H	7/25/2020	77	-	-	-	-	77
Amazon Capital Services	1YTG-GPR6-LM7X	7/25/2020	56	-	-	-	-	56
Amazon Capital Services	1YTG-GPR6-LRX9	8/24/2020	(29)	-	-	-	-	(29)
Amazon Capital Services	1YTG-GPR6-LWNP	7/25/2020	51	-	-	-	-	51
Amazon Capital Services	1YTG-GPR6-MCTW	7/25/2020	37	-	-	-	-	37
Amazon Capital Services	1YTG-GPR6-N1LL	7/25/2020	32	-	-	-	-	32
Amazon Capital Services	1YTG-GPR6-NFYG	7/25/2020	13	-	-	-	-	13
Amazon Capital Services	1YTG-GPR6-NGFN	7/25/2020	18	-	-	-	-	18
Amazon Capital Services	1YTG-GPR6-NGHJ	7/25/2020	39	-	-	-	-	39
Amazon Capital Services	1YTG-GPR6-NKK6	7/25/2020	24	-	-	-	-	24
Amazon Capital Services	1YTG-GPR6-P693	7/25/2020	25	-	-	-	-	25
Amazon Capital Services	1YTG-GPR6-PF61	7/25/2020	44	-	-	-	-	44
Amazon Capital Services	1YTG-GPR6-Q9N1	7/25/2020	38	-	-	-	-	38
Amazon Capital Services	1YTG-GPR6-QFPT	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1YTG-GPR6-R1N6	7/25/2020	16	-	-	-	-	16
Amazon Capital Services	1YTG-GPR6-TFMT	7/25/2020	20	-	-	-	-	20
Amazon Capital Services	1YTG-GPR6-VHLQ	7/25/2020	30	-	-	-	-	30
Amazon Capital Services	1YTG-GPR6-XDJW	7/25/2020	33	-	-	-	-	33
Amazon Capital Services	1YTG-GPR6-XKYN	7/25/2020	26	-	-	-	-	26
Amazon Capital Services	1YTG-GPR6-YLKH	7/25/2020	6	-	-	-	-	6
Alina Ilchuk	20 - 2020	9/5/2020	600	-	-	-	-	600
eDynamic Learning	20-0436	9/11/2020	85	-	-	-	-	85
eDynamic Learning	20-0539	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0540	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0541	9/19/2020	85	-	-	-	-	85

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
eDynamic Learning	20-0542	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0543	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0544	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0545	9/19/2020	85	-	-	-	-	85
eDynamic Learning	20-0546	9/19/2020	170	-	-	-	-	170
eDynamic Learning	20-0602	9/21/2020	85	-	-	-	-	85
eDynamic Learning	20-0603	9/21/2020	170	-	-	-	-	170
WriteShop	20-0819	9/9/2020	134	-	-	-	-	134
WriteShop	20-0820	9/9/2020	57	-	-	-	-	57
Canvas & Keys	20-4226	9/2/2020	187	-	-	-	-	187
Canvas & Keys	20-4227	9/2/2020	176	-	-	-	-	176
TouchMath Acquisition LLC	200188858	8/23/2020	217	-	-	-	-	217
Erie Cicelski	20180934	9/10/2020	270	-	-	-	-	270
Outschool, Inc.	20182	8/19/2020	11	-	-	-	-	11
Outschool, Inc.	20183	8/19/2020	8	-	-	-	-	8
Outschool, Inc.	20184	8/19/2020	18	-	-	-	-	18
Outschool, Inc.	20185	8/19/2020	14	-	-	-	-	14
Eric Anderson	2020-108644 001	9/16/2020	390	-	-	-	-	390
Eric Anderson	2020-108648 001	9/16/2020	390	-	-	-	-	390
Eric Anderson	2020-108650 001	9/16/2020	390	-	-	-	-	390
Eric Anderson	2020-127966 001	9/16/2020	60	-	-	-	-	60
Eric Anderson	2020-127966 002	9/16/2020	120	-	-	-	-	120
Eric Anderson	2020-236489 002	9/16/2020	150	-	-	-	-	150
Outschool, Inc.	20229	9/2/2020	39	-	-	-	-	39
Dana Jarrett	2032	8/31/2020	180	-	-	-	-	180
Comprehensive Autism Related Ed	ducati: 2062107949NL	8/19/2020	118	-	-	-	-	118
Olga Petrenko	208	9/7/2020	210	-	-	-	-	210
Olga Petrenko	209	9/7/2020	210	-	-	-	-	210
Moving Beyond the Page	215028	8/7/2020	773	-	-	-	-	773
Moving Beyond the Page	215232	8/9/2020	373	-	-	-	-	373
Moving Beyond the Page	219494	9/20/2020	33	-	-	-	-	33
Moving Beyond the Page	219691	9/21/2020	207	-	-	_	-	207
Hear Say Speech and Language Se	rvices 2217	8/19/2020	1,093	-	-	-	-	1,093
NCDC	226	8/31/2020	311	-	-	_	-	311
Lakeshore	2288960720	8/22/2020	1	_	_	_	_	1

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Man I N	luncia /a luncia	Data D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T-4-1
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
The Curiosity Collective	23	8/20/2020	1,080	-	-	-	-	1,080
Nicole Thomas	2362	9/8/2020	79	-	-	-	-	79
8x8 Inc.	2726698	8/31/2020	281	-	-	-	-	281
Lab Rat Academy	281	4/17/2020	380	-	-	-	-	380
Teaching Textbooks	28259	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28260	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28261	8/9/2020	55	-	-	-	-	55
Teaching Textbooks	28262	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28263	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28264	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28265	8/9/2020	43	-	-	-	-	43
Teaching Textbooks	28266	8/9/2020	55	-	-	-	-	55
Teaching Textbooks	28267	8/9/2020	67	-	-	-	-	67
Teaching Textbooks	28268	8/9/2020	43	-	-	-	-	43
Lakeshore	2894400820	9/9/2020	39	-	-	-	-	39
Rainbow Resource Center	2984512	8/12/2020	307	-	-	-	-	307
Rainbow Resource Center	2990350	8/5/2020	223	-	-	-	-	223
Charter Impact, Inc.	2PR081520	8/24/2020	1,271	-	-	-	-	1,271
Rainbow Resource Center	3044849	9/3/2020	21	-	-	-	-	21
Rainbow Resource Center	3054136	9/6/2020	119	-	-	-	-	119
Rainbow Resource Center	3054202	9/6/2020	138	-	-	-	-	138
Rainbow Resource Center	3055630	9/9/2020	61	-	-	-	-	61
Rainbow Resource Center	3055652	9/9/2020	24	-	-	-	-	24
Rainbow Resource Center	3055658	9/9/2020	20	-	-	-	-	20
Rainbow Resource Center	3055732	9/9/2020	337	-	-	-	-	337
Rainbow Resource Center	3055737	9/9/2020	122	-	-	-	-	122
Rainbow Resource Center	3055738	9/9/2020	144	-	-	-	-	144
Rainbow Resource Center	3055943	9/9/2020	70	-	-	-	-	70
Rainbow Resource Center	3055949	9/9/2020	707	-	-	-	-	707
Rainbow Resource Center	3062232	9/10/2020	60	-	-	-	-	60
Rainbow Resource Center	3062249	9/10/2020	125	-	-	-	-	125
Rainbow Resource Center	3062255	9/10/2020	159	-	-	-	-	159
Rainbow Resource Center	3062263	9/10/2020	260	-	-	-	-	260
Rainbow Resource Center	3062267	9/10/2020	79	-	-	-	-	79
Rainbow Resource Center	3062275	9/9/2020	211	_	_	_	_	211

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Van den News				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Rainbow Resource Center	3062288	9/10/2020	285	-	-	-	-	285
Rainbow Resource Center	3065100	9/11/2020	78	-	-	-	-	78
Rainbow Resource Center	3065112	9/11/2020	160	-	-	-	-	160
Rainbow Resource Center	3065117	9/11/2020	145	-	-	-	-	145
Rainbow Resource Center	3065135	9/11/2020	51	-	-	-	-	51
Rainbow Resource Center	3065143	9/11/2020	104	-	-	-	-	104
Rainbow Resource Center	3065154	9/11/2020	108	-	-	-	-	108
Rainbow Resource Center	3065161	9/11/2020	124	-	-	-	-	124
Rainbow Resource Center	3065172	9/11/2020	56	-	-	-	-	56
Rainbow Resource Center	3069731	9/12/2020	196	-	-	-	-	196
Rainbow Resource Center	3069741	9/12/2020	326	-	-	-	-	326
Rainbow Resource Center	3069745	9/12/2020	141	-	-	-	-	141
Rainbow Resource Center	3072093	9/13/2020	139	-	-	-	-	139
Rainbow Resource Center	3072104	9/13/2020	142	-	-	-	-	142
Rainbow Resource Center	3072110	9/13/2020	60	-	-	-	-	60
Rainbow Resource Center	3072128	9/13/2020	317	-	-	-	-	317
Rainbow Resource Center	3072135	9/13/2020	73	-	-	-	-	73
Rainbow Resource Center	3072146	9/13/2020	62	-	-	-	-	62
Rainbow Resource Center	3072153	9/13/2020	111	-	-	-	-	111
Rainbow Resource Center	3075354	9/16/2020	165	-	-	-	-	165
Rainbow Resource Center	3075373	9/16/2020	40	-	-	-	-	40
Rainbow Resource Center	3075388	9/16/2020	229	-	-	-	-	229
Rainbow Resource Center	3075405	9/16/2020	120	-	-	-	-	120
Rainbow Resource Center	3075411	9/16/2020	59	-	-	-	-	59
Rainbow Resource Center	3075430	9/16/2020	143	-	-	-	-	143
Rainbow Resource Center	3075440	9/16/2020	55	-	-	-	-	55
Rainbow Resource Center	3075450	9/16/2020	28	-	-	-	-	28
Rainbow Resource Center	3075470	9/16/2020	131	-	-	-	-	131
Rainbow Resource Center	3075481	9/16/2020	97	-	-	-	-	97
Rainbow Resource Center	3075660	9/16/2020	55	-	-	-	-	55
Rainbow Resource Center	3075665	9/16/2020	55	-	-	-	-	55
Rainbow Resource Center	3075672	9/16/2020	198	-	-	-	-	198
Rainbow Resource Center	3075675	9/16/2020	53	-	-	-	-	53
Rainbow Resource Center	3075683	9/16/2020	317	-	-	-	-	317
Rainbow Resource Center	3075689	9/16/2020	103	_	_	_	_	103

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				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Rainbow Resource Center	3075693	9/16/2020	264	-	-	-	-	264
Rainbow Resource Center	3075700	9/16/2020	57	-	-	-	-	57
Rainbow Resource Center	3075702	9/16/2020	65	-	-	-	-	65
Rainbow Resource Center	3075868	9/16/2020	42	-	-	-	-	42
Rainbow Resource Center	3075874	9/16/2020	42	-	-	-	-	42
Rainbow Resource Center	3075878	9/16/2020	88	-	-	-	-	88
Rainbow Resource Center	3075883	9/16/2020	119	-	-	-	-	119
Rainbow Resource Center	3075902	9/16/2020	62	-	-	-	-	62
Rainbow Resource Center	3075907	9/16/2020	76	-	-	-	-	76
Rainbow Resource Center	3082296	9/17/2020	226	-	-	-	-	226
Rainbow Resource Center	3085338	9/18/2020	56	-	-	-	-	56
Provenance	3087	7/24/2020	23,180	-	-	-	-	23,180
Rainbow Resource Center	3088592	9/19/2020	76	-	-	-	-	76
Rainbow Resource Center	3088613	9/19/2020	47	-	-	-	-	47
Rainbow Resource Center	3088625	9/19/2020	65	-	-	-	-	65
Rainbow Resource Center	3088646	9/19/2020	53	-	-	-	-	53
Rainbow Resource Center	3088664	9/19/2020	83	-	-	-	-	83
Rainbow Resource Center	3088672	9/19/2020	36	-	-	-	-	36
Rainbow Resource Center	3088676	9/19/2020	55	-	-	-	-	55
Rainbow Resource Center	3088684	9/19/2020	65	-	-	-	-	65
Rainbow Resource Center	3088756	9/19/2020	187	-	-	-	-	187
Rainbow Resource Center	3088771	9/19/2020	177	-	-	-	-	177
Rainbow Resource Center	3088850	9/19/2020	82	-	-	-	-	82
Rainbow Resource Center	3088874	9/19/2020	153	-	-	-	-	153
Rainbow Resource Center	3088877	9/19/2020	22	-	-	-	-	22
Rainbow Resource Center	3088882	9/19/2020	51	-	-	-	-	51
Rainbow Resource Center	3088891	9/19/2020	82	-	-	-	-	82
Rainbow Resource Center	3090864	9/20/2020	58	-	-	-	-	58
Rainbow Resource Center	3090883	9/20/2020	198	-	-	-	-	198
Rainbow Resource Center	3090909	9/20/2020	58	-	-	-	-	58
Rainbow Resource Center	3090942	9/20/2020	218	-	-	-	-	218
Rainbow Resource Center	3090947	9/20/2020	54	-	-	-	-	54
Rainbow Resource Center	3090961	9/20/2020	143	-	-	-	-	143
Rainbow Resource Center	3091609	9/20/2020	94	-	-	-	-	94
Rainbow Resource Center	3091636	9/20/2020	140	-	-	-	-	140

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				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Rainbow Resource Center	3091646	9/20/2020	49	-	-	-	-	49
Rainbow Resource Center	3091652	9/20/2020	105	-	-	-	-	105
Rainbow Resource Center	3091656	9/20/2020	35	-	-	-	-	35
Rainbow Resource Center	3091666	9/20/2020	68	-	-	-	-	68
Great Books Academy	312565876	9/18/2020	1,045	-	-	-	-	1,045
Great Books Academy	312565877	9/18/2020	1,045	-	-	-	-	1,045
Great Books Academy	312565879	9/18/2020	1,295	-	-	-	-	1,295
Provenance	3143	8/11/2020	1,089	-	-	-	-	1,089
Provenance	3152	8/11/2020	513	-	-	-	-	513
Provenance	3164	8/12/2020	6,424	-	-	-	-	6,424
Lakeshore	3193340820	9/13/2020	29	-	-	-	-	29
Provenance	3203	8/12/2020	1,378	-	-	-	-	1,378
Provenance	3213	8/13/2020	375	-	-	-	-	375
Timberdoodle.com	321353	7/31/2020	1,192	-	-	-	-	1,192
Timberdoodle.com	321750	8/5/2020	157	-	-	-	-	157
Timberdoodle.com	321751	8/5/2020	1,266	-	-	-	-	1,266
Timberdoodle.com	321752	8/5/2020	101	-	-	-	-	101
Timberdoodle.com	321792	8/5/2020	971	-	-	-	-	971
Provenance	3223	8/13/2020	6,424	-	-	-	-	6,424
Provenance	3233	8/13/2020	876	-	-	-	-	876
Provenance	3243	8/13/2020	1,378	-	-	-	-	1,378
Provenance	3253	8/13/2020	375	-	-	-	-	375
Timberdoodle.com	325584	8/24/2020	179	-	-	-	-	179
Timberdoodle.com	325585	8/24/2020	179	-	-	-	-	179
Provenance	3263	8/13/2020	2,059	-	-	-	-	2,059
Therapeutic Language Clinic, Inc.	3266	8/30/2020	495	-	-	-	-	495
Provenance	3273	8/13/2020	2,059	-	-	-	-	2,059
Kim Snow's Music Studio	3280	9/3/2020	140	-	-	-	-	140
Kim Snow's Music Studio	3282	9/3/2020	188	-	-	-	-	188
Provenance	3291	8/18/2020	5,400	-	-	-	-	5,400
Studies Weekly	329482	9/1/2020	32	-	-	-	-	32
Loretta Oborn	33	8/16/2020	60	-	-	-	-	60
Studies Weekly	332778	9/1/2020	97	-	-	-	-	97
Provenance	3328	8/20/2020	41,513	-	-	-	-	41,513
Studies Weekly	334409	9/1/2020	64	-	-	-	-	64

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Word N	laveire (6. link	Data D	C	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T-/ !
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Kim Snow's Music Studio	3351	9/3/2020	140	-	-	-	-	140
Studies Weekly	335188	9/1/2020	32	-	-	-	-	32
Studies Weekly	335189	9/1/2020	65	-	-	-	-	65
Studies Weekly	335585	9/1/2020	32	-	-	-	-	32
Studies Weekly	335587	9/1/2020	32	-	-	-	-	32
Studies Weekly	336283	9/1/2020	64	-	-	-	-	64
Studies Weekly	338961	9/1/2020	32	-	-	-	-	32
Studies Weekly	339434	9/1/2020	65	-	-	-	-	65
Studies Weekly	339438	9/1/2020	32	-	-	-	-	32
Studies Weekly	339452	9/1/2020	32	-	-	-	-	32
Loretta Oborn	34	8/16/2020	60	-	-	-	-	60
Studies Weekly	346012	9/2/2020	32	-	-	-	-	32
Studies Weekly	346956	9/5/2020	65	-	-	-	-	65
Studies Weekly	347098	9/5/2020	65	-	-	-	-	65
Studies Weekly	347117	9/5/2020	65	-	-	-	-	65
Studies Weekly	347555	9/6/2020	32	-	-	-	-	32
Loretta Oborn	35	8/16/2020	60	-	-	-	-	60
Singapore Math, Inc.	352648bo	8/27/2020	26	-	-	-	-	26
Singapore Math, Inc.	352722	8/7/2020	255	-	-	-	-	255
Activities for Learning Inc.	381052	9/17/2020	197	-	-	-	-	197
Activities for Learning Inc.	381053	9/17/2020	34	-	-	-	-	34
Activities for Learning Inc.	381091	9/18/2020	38	-	-	-	-	38
CBC Therapeutic Horseback Riding A	cad 39	9/9/2020	400	-	-	-	-	400
Reading Horizons	40087	8/21/2020	5,954	-	-	-	-	5,954
42 Development LLC	4143	8/23/2020	323	-	-	-	-	323
Kitchen Kid, LLC	440471505	9/3/2020	145	-	-	-	-	145
LessonHouse	5	9/12/2020	936	-	-	-	-	936
Family Taekwondo Academy	50	8/31/2020	99	-	-	-	-	99
Music and More Arts Academy	5038	9/2/2020	205	-	-	-	-	205
Peace Hill Press, Inc. dba Well Traine	ed N 52656	9/6/2020	29	-	-	-	-	29
Peace Hill Press, Inc. dba Well Traine		9/6/2020	25	-	-	-	-	25
Peace Hill Press, Inc. dba Well Traine		9/16/2020	109	-	-	-	-	109
Peace Hill Press, Inc. dba Well Traine		9/16/2020	44	-	-	-	-	44
Peace Hill Press, Inc. dba Well Traine		9/16/2020	50	-	-	-	-	50
Peace Hill Press, Inc. dba Well Traine		9/17/2020	21	_	_	_	_	21

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Var der Neue	Invaire / Constitution In	Data Divi	Commerce	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Tatal
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Peace Hill Press, Inc. dba Well Tra	ined №52761	9/17/2020	20	-	-	-	-	20
Peace Hill Press, Inc. dba Well Tra	ined №52762	9/17/2020	177	-	-	-	-	177
A Brighter Child, Inc	53838	8/9/2020	344	-	-	-	-	344
A Brighter Child, Inc	53839	8/9/2020	363	-	-	-	-	363
A Brighter Child, Inc	53840	8/12/2020	131	-	-	-	-	131
A Brighter Child, Inc	53866	8/21/2020	353	-	-	-	-	353
A Brighter Child, Inc	53868	8/21/2020	634	-	-	-	-	634
A Brighter Child, Inc	53901	8/12/2020	225	-	-	-	-	225
A Brighter Child, Inc	53919	8/21/2020	338	-	-	-	-	338
A Brighter Child, Inc	53921	8/14/2020	245	-	-	-	-	245
A Brighter Child, Inc	53932	8/9/2020	164	-	-	-	-	164
A Brighter Child, Inc	53936	9/3/2020	44	-	-	-	-	44
A Brighter Child, Inc	53949	8/9/2020	270	-	-	-	-	270
A Brighter Child, Inc	53962	9/15/2020	331	-	-	-	-	331
A Brighter Child, Inc	54037	9/11/2020	87	-	-	-	-	87
A Brighter Child, Inc	54049	9/13/2020	203	-	-	-	-	203
A Brighter Child, Inc	54055	9/13/2020	60	-	-	-	-	60
A Brighter Child, Inc	54062	9/13/2020	113	-	-	-	-	113
A Brighter Child, Inc	54101	9/13/2020	87	-	-	-	-	87
A Brighter Child, Inc	54102	9/13/2020	170	-	-	-	-	170
A Brighter Child, Inc	54135	9/5/2020	289	_	-	-	-	289
A Brighter Child, Inc	54139	9/13/2020	313	_	-	-	-	313
A Brighter Child, Inc	54144	9/5/2020	451	-	-	-	-	451
A Brighter Child, Inc	54145	9/5/2020	134	-	-	-	-	134
A Brighter Child, Inc	54146	9/5/2020	61	-	-	-	-	61
A Brighter Child, Inc	54150	9/13/2020	133	-	-	-	-	133
A Brighter Child, Inc	54151	9/12/2020	541	-	-	-	-	541
A Brighter Child, Inc	54152	9/13/2020	503	-	-	-	-	503
A Brighter Child, Inc	54153	9/12/2020	356	-	-	-	-	356
A Brighter Child, Inc	54156	9/5/2020	254	-	-	-	-	254
A Brighter Child, Inc	54159	9/15/2020	405	-	-	-	-	405
A Brighter Child, Inc	54160	8/30/2020	140	_	-	-	-	140
A Brighter Child, Inc	54161	8/30/2020	140	-	-	-	-	140
A Brighter Child, Inc	54163	9/13/2020	44	_	-	-	-	44
A Brighter Child, Inc	54164	9/5/2020	44	_	_	_	_	44

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				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
A Brighter Child, Inc	54165	9/13/2020	197	-	-	-	-	197
A Brighter Child, Inc	54171	9/12/2020	513	-	-	-	-	513
A Brighter Child, Inc	54174	9/5/2020	78	-	-	-	-	78
A Brighter Child, Inc	54175	9/5/2020	169	-	-	-	-	169
A Brighter Child, Inc	54182	9/12/2020	1,392	-	-	-	-	1,392
A Brighter Child, Inc	54183	9/12/2020	650	-	-	-	-	650
A Brighter Child, Inc	54185	9/13/2020	121	-	-	-	-	121
A Brighter Child, Inc	54192	9/5/2020	47	-	-	-	-	47
A Brighter Child, Inc	54196	8/21/2020	159	-	-	-	-	159
A Brighter Child, Inc	54198	9/5/2020	112	-	-	-	-	112
A Brighter Child, Inc	54212	9/5/2020	341	-	-	-	-	341
A Brighter Child, Inc	54217	9/13/2020	62	-	-	-	-	62
A Brighter Child, Inc	54218	9/13/2020	135	-	-	-	-	135
A Brighter Child, Inc	54219	9/5/2020	40	-	-	-	-	40
A Brighter Child, Inc	54220	9/13/2020	106	-	-	-	-	106
A Brighter Child, Inc	54221	9/5/2020	109	-	-	-	-	109
A Brighter Child, Inc	54222	9/13/2020	154	-	-	-	-	154
A Brighter Child, Inc	54223	9/13/2020	93	-	-	-	-	93
A Brighter Child, Inc	54224	9/5/2020	108	-	-	-	-	108
A Brighter Child, Inc	54225	9/5/2020	102	-	-	-	-	102
A Brighter Child, Inc	54226	9/13/2020	224	-	-	-	-	224
A Brighter Child, Inc	54228	9/5/2020	83	-	-	-	-	83
A Brighter Child, Inc	54229	9/13/2020	84	-	-	-	-	84
A Brighter Child, Inc	54235	9/13/2020	283	-	-	-	-	283
A Brighter Child, Inc	54249	9/13/2020	217	-	-	-	-	217
A Brighter Child, Inc	54250	9/13/2020	320	-	-	-	-	320
A Brighter Child, Inc	54251	9/5/2020	168	-	-	-	-	168
A Brighter Child, Inc	54253	9/5/2020	45	-	-	-	-	45
A Brighter Child, Inc	54254	9/5/2020	156	-	-	-	-	156
A Brighter Child, Inc	54255	9/5/2020	208	-	-	-	-	208
A Brighter Child, Inc	54256	9/5/2020	33	-	-	-	-	33
A Brighter Child, Inc	54257	9/5/2020	43	-	-	-	-	43
A Brighter Child, Inc	54259	9/12/2020	514	-	-	-	-	514
A Brighter Child, Inc	54260	9/12/2020	795	-	-	-	-	795
A Brighter Child, Inc	54262	9/12/2020	910	-	-	-	-	910

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Accounts Payable Aging

August 31, 2020

Was I at	leaster (c. Paris	Deta D	6	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	T., .
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
A Brighter Child, Inc	54264	9/12/2020	493	-	-	-	-	493
A Brighter Child, Inc	54267	8/29/2020	131	-	-	-	-	131
A Brighter Child, Inc	54275	9/5/2020	572	-	-	-	-	572
A Brighter Child, Inc	54277	9/5/2020	43	-	-	-	-	43
A Brighter Child, Inc	54278	9/5/2020	43	-	-	-	-	43
A Brighter Child, Inc	54281	9/13/2020	139	-	-	-	-	139
A Brighter Child, Inc	54282	9/5/2020	399	-	-	-	-	399
A Brighter Child, Inc	54285	9/12/2020	445	-	-	-	-	445
A Brighter Child, Inc	54287	9/5/2020	347	-	-	-	-	347
A Brighter Child, Inc	54292	9/5/2020	32	-	-	-	-	32
A Brighter Child, Inc	54295	9/12/2020	212	-	-	-	-	212
A Brighter Child, Inc	54296	9/5/2020	39	-	-	-	-	39
A Brighter Child, Inc	54297	9/5/2020	104	-	-	-	-	104
A Brighter Child, Inc	54299	9/12/2020	314	-	-	-	-	314
A Brighter Child, Inc	54300	9/12/2020	255	-	-	-	-	255
A Brighter Child, Inc	54301	9/5/2020	334	-	-	-	-	334
A Brighter Child, Inc	54302	9/12/2020	453	-	-	-	-	453
A Brighter Child, Inc	54307	9/5/2020	156	-	-	-	-	156
A Brighter Child, Inc	54310	9/13/2020	106	-	-	-	-	106
A Brighter Child, Inc	54311	9/5/2020	190	-	-	-	-	190
A Brighter Child, Inc	54312	9/12/2020	225	-	-	-	-	225
A Brighter Child, Inc	54313	9/12/2020	104	-	-	-	-	104
A Brighter Child, Inc	54314	9/5/2020	452	-	-	-	-	452
A Brighter Child, Inc	54315	9/5/2020	157	-	-	-	-	157
A Brighter Child, Inc	54318	9/5/2020	220	-	-	-	-	220
A Brighter Child, Inc	54319	9/13/2020	475	-	-	-	-	475
A Brighter Child, Inc	54321	9/13/2020	482	-	-	-	-	482
A Brighter Child, Inc	54322	9/13/2020	337	-	-	-	-	337
A Brighter Child, Inc	54323	8/29/2020	224	-	-	-	-	224
A Brighter Child, Inc	54324	9/5/2020	120	-	-	-	-	120
A Brighter Child, Inc	54325	9/12/2020	292	-	-	-	-	292
A Brighter Child, Inc	54326	9/5/2020	129	-	-	-	-	129
A Brighter Child, Inc	54327	9/12/2020	413	-	-	-	-	413
A Brighter Child, Inc	54329	9/13/2020	95	-	-	-	-	95
A Brighter Child, Inc	54332	9/5/2020	204	-	-	-	-	204

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Accounts Payable Aging

August 31, 2020

Vendor Name				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
A Brighter Child, Inc	54341	9/12/2020	152	-	-	-	-	152
A Brighter Child, Inc	54343	9/5/2020	358	-	-	-	-	358
A Brighter Child, Inc	54346	9/5/2020	189	-	-	-	-	189
A Brighter Child, Inc	54347	9/5/2020	135	-	-	-	-	135
A Brighter Child, Inc	54348	9/13/2020	597	-	-	-	-	597
A Brighter Child, Inc	54349	9/5/2020	111	-	-	-	-	111
A Brighter Child, Inc	54350	9/5/2020	220	-	-	-	-	220
A Brighter Child, Inc	54351	9/5/2020	197	-	-	-	-	197
A Brighter Child, Inc	54352	9/12/2020	678	-	-	-	-	678
A Brighter Child, Inc	54353	9/5/2020	143	-	-	-	-	143
A Brighter Child, Inc	54354	9/5/2020	139	-	-	-	-	139
A Brighter Child, Inc	54355	9/13/2020	536	-	-	-	-	536
A Brighter Child, Inc	54356	9/12/2020	41	-	-	-	-	41
A Brighter Child, Inc	54357	9/5/2020	230	-	-	-	-	230
A Brighter Child, Inc	54358	9/5/2020	122	-	-	-	-	122
A Brighter Child, Inc	54359	9/18/2020	20	-	-	-	-	20
A Brighter Child, Inc	54360	9/5/2020	78	-	-	-	-	78
A Brighter Child, Inc	54361	9/18/2020	40	-	-	-	-	40
A Brighter Child, Inc	54362	9/5/2020	101	-	-	-	-	101
A Brighter Child, Inc	54367	9/5/2020	319	-	-	-	-	319
A Brighter Child, Inc	54371	9/5/2020	440	-	-	-	-	440
A Brighter Child, Inc	54372	9/13/2020	617	-	-	-	-	617
A Brighter Child, Inc	54375	9/5/2020	135	-	-	-	-	135
A Brighter Child, Inc	54376	9/12/2020	350	-	-	-	-	350
A Brighter Child, Inc	54377	9/5/2020	241	-	-	-	-	241
A Brighter Child, Inc	54378	9/5/2020	198	-	-	-	-	198
A Brighter Child, Inc	54379	9/12/2020	886	-	-	-	-	886
A Brighter Child, Inc	54380	9/5/2020	144	-	-	-	-	144
A Brighter Child, Inc	54382	9/13/2020	556	-	-	-	-	556
A Brighter Child, Inc	54458	9/18/2020	19	-	-	-	-	19
A Brighter Child, Inc	54460	9/18/2020	240	-	-	-	-	240
A Brighter Child, Inc	54475	9/18/2020	27	-	-	-	-	27
A Brighter Child, Inc	54521	9/3/2020	131	-	-	-	-	131
A Brighter Child, Inc	54523	9/3/2020	211	-	-	-	-	211
A Brighter Child, Inc	54614	9/18/2020	32	-	-	-	-	32

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Accounts Payable Aging

August 31, 2020

v I		5.1.5	•	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	-,.
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
A Brighter Child, Inc	54616	9/18/2020	28	-	-	-	-	28
A Brighter Child, Inc	54677	9/6/2020	110	-	-	-	-	110
A Brighter Child, Inc	54700	9/18/2020	169	-	-	-	-	169
A Brighter Child, Inc	54701	9/18/2020	119	-	-	-	-	119
A Brighter Child, Inc	54702	9/18/2020	122	-	-	-	-	122
A Brighter Child, Inc	54754	9/18/2020	125	-	-	-	-	125
A Brighter Child, Inc	54755	9/18/2020	122	-	-	-	-	122
A Brighter Child, Inc	54756	9/18/2020	59	-	-	-	-	59
A Brighter Child, Inc	54758	9/9/2020	164	-	-	-	-	164
A Brighter Child, Inc	54760	9/18/2020	364	-	-	-	-	364
A Brighter Child, Inc	54827	9/18/2020	88	-	-	-	-	88
A Brighter Child, Inc	55187	9/17/2020	112	-	-	-	-	112
Nunez Martial Arts Academy	566	9/17/2020	89	-	-	-	-	89
Well-Trained Mind Academy	586	8/15/2020	368	-	-	-	-	368
MoxieBox Art, Inc	5868	8/9/2020	153	-	-	-	-	153
MoxieBox Art, Inc	5869	8/9/2020	153	-	-	-	-	153
Laura Spillane-Wydick	6	8/16/2020	540	-	-	-	-	540
Toliy's Guitar		9/15/2020	160	-	-	-	-	160
Evitta Gantt	6_ 2020(Jun.)	9/10/2020	240	-	-	-	-	240
Pearson Education Inc.	6001566095	5/6/2020	(200)	-	-	-	-	(200
Well-Trained Mind Academy	628	8/20/2020	735	-	-	-	-	735
Well-Trained Mind Academy	629	8/20/2020	360	-	-	-	-	360
School Pathways, LLC	65637	8/30/2020	2,975	-	-	-	-	2,975
Institute for Excellence in Writing	674914	8/2/2020	141	-	-	-	-	141
Institute for Excellence in Writing	688771	8/29/2020	240	-	-	-	-	240
Institute for Excellence in Writing	694108	9/6/2020	193	-	-	-	-	193
Institute for Excellence in Writing	695084	9/10/2020	172	-	-	-	-	172
Institute for Excellence in Writing	695118	9/10/2020	92	-	-	-	-	92
Institute for Excellence in Writing	695155	9/9/2020	301	-	-	-	-	301
Institute for Excellence in Writing	697254	9/12/2020	172	-	-	-	-	172
Institute for Excellence in Writing	699246	9/12/2020	58	-	-	-	-	58
Institute for Excellence in Writing	699261	9/12/2020	205	-	-	_	-	205
Toliy's Guitar	7	9/15/2020	280	-	-	-	-	280
, Evitta Gantt	7_2020(Jul.)	9/10/2020	240	-	-	-	-	240
Institute for Excellence in Writing	702655	9/18/2020	302	_	_	_	_	302

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Institute for Excellence in Writing	703552	9/20/2020	301	-	-	-	-	301
Institute for Excellence in Writing	703670	9/20/2020	203	-	-	-	-	203
Institute for Excellence in Writing	704597	9/19/2020	173	-	-	-	-	173
Institute for Excellence in Writing	705268	9/20/2020	299	-	-	-	-	299
Institute for Excellence in Writing	705275	9/19/2020	193	-	-	-	-	193
Institute for Excellence in Writing	705333	9/20/2020	194	-	-	-	-	194
Evitta Gantt	8_2020(Jun.)	9/10/2020	120	-	-	-	-	120
Singapore Math Live, LLC	817203	9/16/2020	40	-	-	-	-	40
The Lampo Group, LLC	8653327	9/11/2020	137	-	-	-	-	137
The Lampo Group, LLC	8658361	9/13/2020	137	-	-	-	-	137
Bright Solutions For Dyslexia, LLC	88-86316	9/20/2020	476	-	-	-	-	476
Bright Solutions For Dyslexia, LLC	88-86592	9/20/2020	390	-	-	-	-	390
Bright Solutions For Dyslexia, LLC	88-86599	9/20/2020	338	-	-	-	-	338
All About Learning Press, Inc.	902927	8/8/2020	18	-	-	-	-	18
All About Learning Press, Inc.	903331	9/6/2020	51	-	-	-	-	51
All About Learning Press, Inc.	903332	9/6/2020	47	-	-	-	-	47
JacKris Publishing, LLC	991	9/21/2020	21	-	-	-	-	21
JacKris Publishing, LLC	992	9/21/2020	21	-	-	-	-	21
Kovar's Laguna	BafJason2020	9/16/2020	538	-	-	-	-	538
Clarksville Charter School	CCS-TCS	6/30/2020	31,703	-	-	-	-	31,703
MEL Science U.S. LLC	CF2020080607	9/5/2020	279	-	-	-	-	279
MEL Science U.S. LLC	CK20200819009	9/18/2020	314	-	-	-	-	314
Little Passports	CM-000000134	8/26/2020	(43)	-	-	-	-	(43)
Little Passports	CM-000000135	8/26/2020	(64)	-	-	-	-	(64)
Nancy Barcal	Co-072020	8/31/2020	1,265	-	-	-	-	1,265
Department of Labor and Industries	DEPA071620	8/15/2020	164	-	-	-	-	164
Educational Development Corporation	DIR6579775	8/10/2020	6	-	-	-	-	6
Educational Development Corporation	DIR6603359	8/11/2020	25	-	-	-	-	25
Educational Development Corporation	DIR6603390	8/11/2020	12	-	-	-	-	12
Educational Development Corporation	DIR6887622	9/10/2020	100	-	-	-	-	100
Educational Development Corporation	DIR7019024	9/18/2020	100	-	-	-	-	100
Education.com	E10191	8/28/2020	120	-	-	-	-	120
Education.com	E10263	9/19/2020	120	-	-	-	-	120
MEL Science U.S. LLC	EK2020081002	9/9/2020	100	-	-	-	-	100
Keeping Pace Learning Center	Feb20-EC/I	2/29/2020	675	-	-	-	-	675

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Accounts Payable Aging

August 31, 2020

				1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	
Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
Keeping Pace Learning Center	Feb20-EDI	2/29/2020	595	-	-	-	-	595
Feather River Charter School	FRCS-TCS	7/30/2020	246,861	-	-	-	-	246,861
Heartland Charter School	HCS-TCS	6/30/2020	42,911	-	-	-	-	42,911
Elemental Science	IN-2323	8/14/2020	244	-	-	-	-	244
Elemental Science	IN-2563	9/20/2020	429	-	-	-	-	429
Elemental Science	IN-2564	9/20/2020	416	-	-	-	-	416
SchoolMate	IN000540763	9/1/2020	694	-	-	-	-	694
SchoolMate	IN000540770	9/1/2020	6,565	-	-	-	-	6,565
SchoolMate	IN000540773	9/1/2020	1,338	-	-	-	-	1,338
SchoolMate	IN000540777	8/30/2020	1,294	-	-	-	-	1,294
SchoolMate	IN000540782	8/30/2020	4,097	-	-	-	-	4,097
SchoolMate	IN000540787	9/1/2020	2,242	-	-	-	-	2,242
N2Y	INV-1021936	9/5/2020	5,912	-	-	-	-	5,912
Evan-Moor	INV281072	8/12/2020	414	-	-	-	-	414
Evan-Moor	INV281176	8/13/2020	409	-	-	-	-	409
Evan-Moor	INV281454	8/15/2020	350	-	-	-	-	350
Evan-Moor	INV283111	9/2/2020	187	-	-	-	-	187
Learning Without Tears	INV79115	8/7/2020	93	-	-	-	-	93
Learning Without Tears	INV79134	8/7/2020	44	-	-	-	-	44
Learning Without Tears	INV85154	9/10/2020	29	-	-	-	-	29
Learning Without Tears	INV86408	9/17/2020	12	-	-	-	-	12
Learning Without Tears	INV86416	9/17/2020	12	-	-	-	-	12
Learning Without Tears	INV86867	9/19/2020	28	-	-	-	-	28
Logic of English	INV9333	9/6/2020	118	-	-	-	-	118
Logic of English	INV9512	9/20/2020	321	-	-	-	-	321
Supported Life Institute	JULY2020-GS	9/2/2020	159	-	-	-	-	159
Lola Sadikova	L28	9/20/2020	576	-	-	-	-	576
Haynes Family of Programs	LAS283.3-01	8/12/2020	41	-	-	-	-	41
Haynes Family of Programs	LAS35.4-03	8/12/2020	83	-	-	-	-	83
Mission Vista Academy	MVA-TCS	7/30/2020	21,459	-	-	-	-	21,459
Haynes Family of Programs	OT283.4-01	8/12/2020	165	-	-	-	-	165
Haynes Family of Programs	OT35.6-03	8/12/2020	41	-	-	-	-	41
Pacific Coast Academy	PCA-TCS	7/30/2020	73,564	-	-	-	-	73,564
Charter Impact, Inc.	QTR22020	8/19/2020	40	-	-	-	-	40
Blue Learning	SINV1647	9/6/2020	357	_	-	-	-	357

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Accounts Payable Aging

August 31, 2020

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Vendor Name	Invoice/Credit Number	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total
BrightThinker	SINV1648	9/6/2020	357	-	-	-	-	357
BrightThinker	SINV1661	9/11/2020	357	-	-	-	-	357
BrightThinker	SINV1662	9/11/2020	249	-	-	-	-	249
BrightThinker	SINV1671	9/12/2020	124	-	-	-	-	124
BrightThinker	SINV1674	9/12/2020	200	-	-	-	-	200
BrightThinker	SINV1685	9/12/2020	124	-	-	-	-	124
BrightThinker	SINV1686	9/12/2020	249	-	-	-	-	249
BrightThinker	SINV1700	9/13/2020	249	-	-	-	-	249
BrightThinker	SINV1701	9/13/2020	100	-	-	-	-	100
BrightThinker	SINV1739	9/15/2020	249	-	-	-	-	249
BrightThinker	SINV1740	9/15/2020	249	-	-	-	-	249
BrightThinker	SINV1741	9/15/2020	249	-	-	-	-	249
BrightThinker	SINV1742	9/15/2020	465	-	-	-	-	465
BrightThinker	SINV1743	9/15/2020	124	-	-	-	-	124
BrightThinker	SINV1744	9/15/2020	124	-	-	-	-	124
BrightThinker	SINV1745	9/15/2020	249	-	-	-	-	249
BrightThinker	SINV1746	9/15/2020	124	-	-	-	-	124
BrightThinker	SINV1747	9/15/2020	124	-	-	-	-	124
BrightThinker	SINV1775	9/17/2020	249	-	-	-	-	249
BrightThinker	SINV1776	9/17/2020	249	-	-	-	-	249
BrightThinker	SINV1797	9/18/2020	1,023	-	-	-	-	1,023
BrightThinker	SINV1798	9/18/2020	465	-	-	-	-	465
BrightThinker	SINV1799	9/18/2020	465	-	-	-	-	465
BrightThinker	SINV1800	9/18/2020	249	-	-	-	-	249
BrightThinker	SINV1801	9/18/2020	124	-	-	-	-	124
BrightThinker	SINV1870	9/22/2020	249	-	-	-	-	249
KiwiCo, Inc	ST-IH6ORK4Q	5/14/2020	118	-	-	-	-	118
KiwiCo, Inc	ST-IKYPTPFI	5/14/2020	185	-	-	-	-	185
Christina Strother	STRO081620	8/16/2020	144	-	-	-	-	144
Time4Learning	T4L11399	8/30/2020	25	-	-	-	-	25
Triumph Academy	TA-TCS	6/30/2020	2,666	-	-	-	-	2,666
History Unboxed LLC	wc-7576HU	8/12/2020	1,354	-	-	-	-	1,354
History Unboxed LLC	wc-7866HU	8/21/2020	319	-	-	-	-	319
History Unboxed LLC	wc-7869HU	8/21/2020	136	-	-	-	-	136
History Unboxed LLC	wc-7933HU	9/17/2020	157	-	_	-	-	157

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Accounts Payable Aging

August 31, 2020

Vendor Name	Invoice/Credit Number	Date Due	e Due Current		Date Due Current		31 - 60 Days	61 - 90 Days	Over 90 Days	Total	
vendor rume	invoice, create trainiber	Date Due	Current	Past Due	Past Due	Past Due	Past Due	Total			
Winship Community School	WCS-TCS	7/30/2020	30,629	-	-	-	-	30,6	29		
MEL Science U.S. LLC	WK2020081003	9/9/2020	314	-	-	-	-	3	314		
MEL Science U.S. LLC	ZA2020081408	9/13/2020	\$ 314	\$ -	\$ -	\$ -	\$ -	\$ 3	314		

Total Outstanding Payables in August \$ 740,310 \$

740,310



The Cottonwood School: DTDF Summary

Charter Name	Total	Amount to Pay	Tota	Amount to Receive	Net	Balance
Blue Ridge			\$	496,759.99	\$	496,759.99
Cabrillo Point			\$	13,341.52	\$	13,341.52
Clarksville	\$	(31,702.99)			\$	(31,702.99)
Feather River	\$	(246,861.07)			\$	(246,861.07)
Granite Mountain			\$	26,496.37	\$	26,496.37
Heartland	\$	(42,910.83)			\$	(42,910.83)
Lake View			\$	123,420.23	\$	123,420.23
Mission Vista	\$	(21,459.42)			\$	(21,459.42)
Monarch River			\$	191,475.02	\$	191,475.02
Pacific Coast	\$	(73,563.54)			\$	(73,563.54)
Triumph	\$	(2,666.47)			\$	(2,666.47)
Winship	\$	(30,628.57)			\$	(30,628.57)
Yosemite			\$	427,233.77	\$	427,233.77
Net Total	\$	427,233.77	\$	1,278,726.90	\$	828,934.01



Cover Sheet

Unaudited Actuals for 2019-2020

Section: III. Finance

Item: B. Unaudited Actuals for 2019-2020

Purpose: Vote

Submitted by:

Related Material: Cottonwood_Financial_Package_UAR.pdf

FY1920-Cottonwood-UAR-09618380139006__002_.pdf

BACKGROUND:

Unaudited Actuals are an annual statement reporting the financial activities of the LEA in which the data are not yet formally audited. Unaudited Actuals are presented to the Board each September, reflecting the LEA's final year-end closing from the previous June. These are the foundational reports for the auditors to perform their review.



The Cottonwood School

Unaudited Actual Report

COTTONWOOD - Enrollment

Enrollme	nt & Per Pu	ıpil 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		\$9,807	\$10,482
Expenses per ADA		\$8,967	\$9,980

Year-end ADA exceeds budget



COTTONWOOD - Revenue



Annual Revenues exceeded budget due to higher than budgeted ADA.

Revenue

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

Total Revenue

	Year-to-Date	
Actual	Budget	Fav/(Unf)
\$ 22,018,642	\$ 21,100,023	\$ 918,619
-	-	-
1,768,506	1,489,945	278,561
\$ 23,787,148	\$ 22,589,968	\$ 1,197,180

	А	nnı	ual/Full Yea	r			
	Forecast	orecast Budget					
\$	22,018,642	\$	21,100,023	\$	918,619		
	-		-		-		
	1,768,506		1,489,945		278,561		
_	_	_			-		
\$	23,787,148	\$	22,589,968	\$	1,197,180		



COTTONWOOD - Expenses



• Annual expenses exceeded budget and aligns to extra student spending as a result of higher ADA.

Expenses

Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Services
Operations
Facilities
Professional Services
Depreciation
Interest

Total Expenses

		Yea	r-to-Date		
	Actual		Budget	ı	Fav/(Unf)
\$	7,784,233	\$	7,442,000	\$	(342,233)
	511,490		-		(511,490)
	2,004,285		2,031,361		27,076
	2,235,040		4,127,659		1,892,619
	6,559,592		4,694,461		(1,865,131)
	113,227		255,979		142,752
	198,273		701,287		503,014
	1,776,176		1,973,551		197,375
	13,866		-		(13,866)
	555,340		280,000		(275,340)
<u>\$</u>	21,751,521	\$	21,506,299	<u>\$</u>	(245,223)

	Α	nnı	ual/Full Yea	r	
	Forecast		Budget	F	av/(Unf)
\$	7,784,233	\$	7,442,000	\$	(342,233)
	511,490		-		(511,490)
	2,004,285		2,031,361		27,076
	2,235,040		4,127,659		1,892,619
	6,559,592		4,694,461		(1,865,131)
	113,227		255,979		142,752
	198,273		701,287		503,014
	1,776,176		1,973,551		197,375
	13,866		-		(13,866)
	555,340		280,000		(275,340)
<u>\$</u>	21,751,521	<u>\$</u>	21,506,299	<u>\$</u>	(245,223)



COTTONWOOD - Fund Balance

- Year-end surplus at \$2MM.
- Reserve for economic uncertainty exceeds target.

Total Surplus(Deficit)
Beginning Fund Balance
Ending Fund Balance
As a % of Annual Expenses

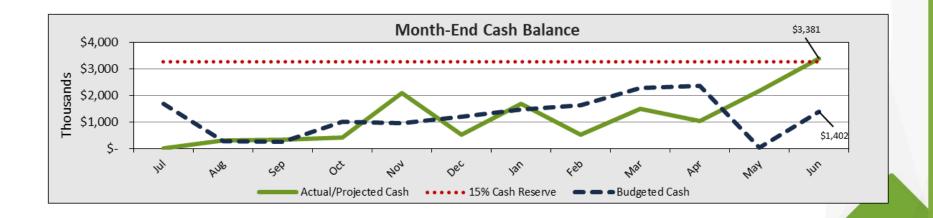
		Yea	ır-to-Date		
	Actual		Budget	Fa	av/(Unf)
\$	2,035,627	\$	1,083,669	\$	951,957
<u>\$</u>	2,035,627	<u>\$</u>	1,083,669		
	9.4%		5.0%		

	A	nnı	ıal/Full Yea	r		
Forecast			Budget	Fav/(Unf)		
\$	2,035,627	\$	1,083,669	\$	951,957	
<u>\$</u>	2,035,627	\$	1,083,669			
	9.4%		5.0%			



COTTONWOOD- Cash Balance

Year-end cash balance exceeded budget expectations as a result of PPP funds.





COTTONWOOD - Appendix



Monthly Cash Flow / Forecast 19-20



The Cottonwood School

Monthly Cash Flow/Forecast FY19-20	
Revised 9/2/2020	
ADA = 2425.60	



Revised 9/2/2020																
ADA = 2425.60													Year-End	Annual	Annual	Favorable /
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Accruals	Forecast	Budget	(Unfav.)
Revenues															•	2064.35
State Aid - Revenue Limit																2004.33
8011 LCFF State Aid	_	_	_	1,962,774	_	_	6,051,650	_	5,032,439	_	447,571	3,665,149	_	17,159,583	15,790,515	1,369,068
8012 Education Protection Account	_	_	_	42,750	_	_	191,657	_	-	127,751		122,962	_	485,120	412,870	72,250
8019 State Aid - Prior Year	_	_	_	-	_	_	-	_	_	-	_	-	_	-	-	-
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	1,116,816	_	4,373,939	4,896,638	(522,699)
and an inoperty rands	-	117,970	-	2,398,757	157,293	157,293	6,400,600	157,293	6,090,813	656,938	976,758	4,904,927	-	22,018,642	21,100,023	918,619
Federal Revenue		227,570		2,000,707	137,233	107,200	0,100,000	207,200	0,000,010	220,220	3.0,.50	.,50.,527			-	010,010
	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other State Revenue																
8311 State Special Education	_	_	_	_	_	_	_	_	_	252,320	252,320	761,184	_	1,265,824	1,068,817	197,007
8560 State Lottery	_	_	_	_	_	_	_	_	_	-	-	478,304	_	478,304	421,127	57,177
8599 Other State Revenue	_	_	_	_	_	_	_	_	_	_	34,130	(9,752)	_	24,378		24,378
ossis other state nevenue	_	-		-	-	-	-	-	_	252,320	286,450	1,229,736	-	1,768,506	1,489,945	278,561
Other Local Revenue										232,320	200,430	1,223,730		2,700,500	-	270,501
other zotal nevenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Revenue	_	117,970	_	2,398,757	157,293	157,293	6,400,600	157,293	6,090,813	909,258	1,263,208	6,134,663	_	23,787,148	22,589,968	1,197,180
		•				,		•			,					, , ,
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	478,857	601,532	_	6,091,645	5,880,000	(211,645)
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	42,619	158,788	_	874,474	882,000	7,526
1200 Pupil Support Salaries	3,822	7,921	7,207	12,061	12,311	80,186	20,485	17,906	19,058	18,034	18,034	16,626	_	233,650	-	(233,650)
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	49,125	_	584,464	680,000	95,536
1900 Other Certificated Salaries	-	-	-	-	-		, . 25			-	-	5,225	_	-	-	-
	264,774	342,445	434,099	456,525	1,641,476	533,545	660,858	641,666	733,600	661,895	587,281	826,070	-	7,784,233	7,442,000	(342,233)
Classified Salaries	201,771	3 .2,3	.5 .,655	.50,525	2,0 .2, 0	200,010	000,000	0.1,000	, 55,555	001,000	307,202	020,070		7,70.,200	7,112,000	(0.12)2007
2100 Instructional Salaries	_	2,084	3,978	4,357	4,188	175,406	34,406	29,428	33,462	33,083	32,194	34,097	_	386,683	_	(386,683)
2200 Support Salaries	_		-	-	15,233	594	3,538	3,077	3,384	3,384	3,231	3,384	_	35,826	_	(35,826)
					13,233	334	3,330	3,077	3,304	3,304	3,231	3,304		33,020		
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	52	-	-	-	-	-	52	-	(52)
2400 Clerical and Office Staff Salaries	-	589	4,110	4,423	4,038	4,231	4,423	3,846	4,231	4,231	4,038	15,048	-	53,208	-	(53,208)
2900 Other Classified Salaries	-	-	2,248	3,693	3,622	3,783	3,943	3,462	3,783	3,783	3,622	3,783	-	35,721		(35,721)
	-	2,673	10,336	12,473	27,082	184,013	46,311	39,864	44,860	44,481	43,085	56,312	-	511,490		(511,490)
Benefits																
3101 STRS	44,740	57,854	72,864	76,624	296,894	63,815	112,299	107,295	107,707	110,100	107,216	131,765	-	1,289,173	1,242,814	(46,359)
3301 OASDI	-	141	777	934	2,738	10,550	2,891	2,367	2,420	2,653	1,755	4,501	-	31,728	-	(31,728)
3311 Medicare	3,739	4,892	6,256	6,612	25,120	8,403	9,937	9,565	11,062	9,909	9,831	11,158	-	116,485	107,909	(8,576)
3401 Health and Welfare	(7,111)	44,944	32,052	36,372	(6,544)	26,625	23,373	27,900	62,283	65,946	67,043	60,908	-	433,790	525,000	91,210
3501 State Unemployment	8,474	5,330	4,088	3,239	9,525	(3,053)	21,673	7,243	(607)	1,438	4,682	(3,801)	-	58,231	51,450	(6,781)
3601 Workers' Compensation	-	6,001	3,001	3,001	3,001	1,296	6,246	3,165	3,208	8,428	29,053	8,479	-	74,879	104,188	29,310
	49,842	119,162	119,039	126,782	330,733	107,636	176,419	157,537	186,073	198,475	219,580	213,009	-	2,004,285	2,031,361	78,526
Books and Supplies																
4302 School Supplies	66,070	130,032	174,978	200,490	162,923	147,734	127,160	111,212	122,467	151,434	183,218	170,616	-	1,748,336	1,292,646	(455,689)
4305 Software	3,183	3,989	10,867	7,882	8,274	9,421	70	9,401	16,818	144,077	(2,302)	48,437	-	260,116	774,131	514,015
4310 Office Expense	799	1,570	7,569	7,894	3,519	2,349	1,186	3,782	1,912	2,680	2,553	2,579	-	38,392	50,000	11,608
4311 Business Meals	-	-	134	-	174	-	7	87	43	31	-	-	-	477	2,000	1,523
4400 Noncapitalized Equipment	-	-	-	-	31,575	5	-	1,461	5	75,704	262	78,707	-	187,718	1,183,141	995,423
	70,052	135,590	193,548	216,266	206,466	159,509	128,423	125,943	141,245	373,926	183,731	300,340	-	2,235,040	4,127,659	1,892,619
Subagreement Services																
5102 Special Education	240	4,067	31,309	16,386	106,896	38,970	92,264	47,558	134,576	72,883	13,642	187,073	-	745,864	619,305	(126,559)
5105 Security	-	-	-	-	-	-	-	-	-	225	-	-	-	225	-	(225)
5106 Other Educational Consultants	18,210	55,503	136,739	363,965	298,385	479,338	377,425	331,167	385,186	299,822	186,236	349,384	-	3,281,359	1,477,310	(1,804,049)
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	65,702
	18,450	73,137	891,891	626,153	651,084	764,109	715,491	550,226	676,228	532,936	361,654	698,234	-	6,559,592	4,694,461	(1,865,131)
Operations and Housekeeping																
5201 Auto and Travel	1,272	685	546	609	2,281	397	107	507	483	472	74	-	-	7,433	51,609	44,175
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	39,224	10,268	-	85,748	105,282	19,534
5502 Janitorial Services	_	-	-	3,000	1,850	1,850	1,850	1,850	1,850	1,850	-	3,700		17,800	4,129	(13,671)
5900 Communications	_	_	-	-	-	-	-	-	-	,	_	357		357	41,287	40,931
5901 Postage and Shipping	-	-	_	-	107	-	64	165	-	_	-	803		1,139	33,030	31,890
O	2,022	3,277	1,843	4,905	5,534	5,247	3,318	4,686	3,202	24,767	39,298	15,127	_	113,227	255,979	142,752
	_,0	0,=,,	_,0 .0	.,505	5,35 .	5,2 17	0,010	.,500	5,252	,, .,,	00,200	-5,-27				,

81 of 365 Powered by BoardOnTrack

The Cottonwood School

Cash, End of Month

The cottonwood school	
Monthly Cash Flow/Forecast FY19-20	
Revised 9/2/2020	
ADA - 2425 60	



Revised 9/2/2020																
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			_	_			_							7010000	2800	(0
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
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-
5603 Equipment Leases	_	_	_	_	152	175	156	_	190	_	_	_	_	672	_	(672)
5604 Other Leases	_	_	_	_	2,630	5,500	-	450	500	762	(197)	-	_	9,645	_	(9,645)
5610 Repairs and Maintenance	_	3,175	2,771	4,010	250	250	250	250	250	250	-	500	_	11,956	41,287	29,331
	23,333	26,508	26,104	27,343	26,365	29,260	6,406	700	12,939	7,012	5,803	6,500	-	198,273	701,287	503,014
Professional/Consulting Services				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						,		-,				
5801 IT	-	-	-	663	-	-	-	-	-	-	-	-	-	663	41,287	40,625
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	900	-	900	15,000	14,100
5803 Legal	7,642	915	-	-	1,234	889	44	872	323	2,077	44	22,690	-	36,729	35,000	(1,729)
5804 Professional Development	-	-	360	-	-	294	-	-	-	133	-	14,450	-	15,237	48,000	32,763
5805 General Consulting	45,748	-	-	7,450	15,974	17,732	-	20,431	2,452	5,515	-		-	115,302	20,644	(94,658)
5806 Special Activities/Field Trips	19,567	13,130	35,898	7,614	2,839	3,697	1,870	3,124	2,190	504	3,407	1,215	-	95,053	369,328	274,274
5807 Bank Charges	, -	· -	375	1,109	405	· -	· -	107	83	18	42	125	-	2,264	6,193	3,930
5808 Printing	-	-	-	-	77	-	-	127	-	28	26	245	-	504	8,257	7,753
5809 Other taxes and fees	-	-	160	-	445	20	-	-	-	-	-	39,688	-	40,313	6,193	(34,120)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	2,882	-	2,882	-	(2,882)
5811 Management Fee	-	4,129	220,300	74,810	74,810	74,810	74,810	52,196	47,620	48,697	24,618	98,232	-	795,031	790,649	(4,382)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	660,559	-	660,559	633,001	(27,558)
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	9,066	-	-	9,066	-	(9,066)
5815 Public Relations/Recruitment	-	999	-	375	-	-	-	-	-	-	150	150	-	1,674	-	(1,674)
	72,957	19,173	257,092	92,019	95,784	97,441	76,724	76,856	52,668	56,971	37,353	841,137	-	1,776,176	1,973,551	197,375
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	79,135	-	-	555,340	280,000	(275,340)
	-	-	26,862	-	177,991	106,717	57,640	-	49,062	57,933	79,135	-	-	555,340	280,000	(275,340)
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	1,558,181	2,957,989	-	21,751,521	21,506,299	(193,773)
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)	(294,973)	3,176,674	-	2,035,627	1,083,669	1,003,407
Cash Flow Adjustments														0%		
Monthly Surplus (Deficit)	(9%		
Cash flows from operating activities	(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)	(294 973)	3 176 674	_		Cert.	Instr.
	(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)	(294,973)	3,176,674	-	9% 2,035,627	Cert.	Instr. 80.2%
	(501,429)													2,035,627	44.3%	80.2%
Depreciation/Amortization	(501,429) - -	(605,255) 1,261	(1,962,074) 1,261	835,030 1,261	(3,006,482) 1,261	(1,831,447) 1,261	4,527,751 1,261	(1,441,446) 1,261	4,189,676 1,261	(1,050,399) 1,261	(294,973) 1,261	1,261	-	2,035,627 13,866		
Depreciation/Amortization Public Funding Receivables	(501,429) - -	1,261		1,261					1,261	1,261	1,261	1,261 (3,536,238)		2,035,627 13,866 (3,536,238)	44.3%	80.2%
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec.		1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - (2,345,600)	1,261 - -	1,261 - (1,334,557)	1,261 (3,536,238) (2,518,212)	-	2,035,627 13,866 (3,536,238) (6,198,369)	44.3% 1,019,523	80.2% 51,154
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties	- - - 673,793	1,261 - - 774,486	1,261 - - 198,962	1,261 - - 821,328	1,261 - - (720,988)	1,261 - - (1,778,140)	1,261 - - (161,512)	1,261 - - - 7,518	1,261 - (2,345,600) (271,145)	1,261 - - (436,373)	1,261 - (1,334,557) (1,577)	1,261 (3,536,238) (2,518,212) 573,495	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses		1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - -	1,261 - (2,345,600)	1,261 - - (436,373) 109,390	1,261 - (1,334,557)	1,261 (3,536,238) (2,518,212)	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427)	44.3% 1,019,523	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets	- - - 673,793	1,261 - - 774,486 (13,261)	1,261 - 198,962 9,333	1,261 - - 821,328 (14,743)	1,261 - (720,988) 33,409 -	1,261 - - (1,778,140) (297,277)	1,261 - - (161,512) 320,612 -	1,261 - - 7,518 (96,193)	1,261 - (2,345,600) (271,145) (88,234)	1,261 - - (436,373) 109,390 (113,056)	1,261 - (1,334,557) (1,577) (91,824)	1,261 (3,536,238) (2,518,212) 573,495 140,027	- - - - - -	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable	- - - 673,793 (46,667) - -	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330	- - - - - -	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses	- - - 673,793	1,261 - - 774,486 (13,261)	1,261 - 198,962 9,333	1,261 - - 821,328 (14,743)	1,261 - (720,988) 33,409 -	1,261 - - (1,778,140) (297,277)	1,261 - - (161,512) 320,612 -	1,261 - - 7,518 (96,193)	1,261 - (2,345,600) (271,145) (88,234)	1,261 - - (436,373) 109,390 (113,056)	1,261 - (1,334,557) (1,577) (91,824)	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities	- - - 673,793 (46,667) - -	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330	- - - - - - -	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities	- - - 673,793 (46,667) - -	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip.	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027	1,261 - - 821,328 (14,743) - (20,544)	1,261 - (720,988) 33,409 - 104,991	1,261 - - (1,778,140) (297,277) - (100,969)	1,261 - - (161,512) 320,612 - 71,281	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316	1,261 - (1,334,557) (1,577) (91,824) - 437,296	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable Cash flows from financing activities	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027 66,628	1,261 - 821,328 (14,743) - (20,544) 111,450 -	1,261 - (720,988) 33,409 - 104,991 124,132	1,261 - (1,778,140) (297,277) - (100,969) 79,871 - -	1,261 - (161,512) 320,612 - 71,281 250,801	1,261 - - 7,518 (96,193) (25,266)	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316 (615,812) -	1,261 - (1,334,557) (1,577) (91,824) - 437,296 (18,536) -	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555 9,752	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752 (302,525)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable Cash flows from financing activities Proceeds from Factoring	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027 66,628	1,261 - 821,328 (14,743) - (20,544) 111,450 - -	1,261 - (720,988) 33,409 - 104,991 124,132	1,261 - (1,778,140) (297,277) - (100,969) 79,871 - -	1,261 - (161,512) 320,612 - 71,281 250,801 - -	1,261 - - 7,518 (96,193) (25,266) 397,030 - -	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316 (615,812) - - 1,600,100	1,261 - (1,334,557) (1,577) (91,824) - 437,296 (18,536) -	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555 9,752	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752 (302,525) 15,704,600	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable Cash flows from financing activities Proceeds from Factoring Payments on Factoring	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027 66,628	1,261 - 821,328 (14,743) - (20,544) 111,450 - -	1,261 - (720,988) 33,409 - 104,991 124,132	1,261 - (1,778,140) (297,277) - (100,969) 79,871 - -	1,261 - (161,512) 320,612 - 71,281 250,801 - -	1,261 - - 7,518 (96,193) (25,266) 397,030 - -	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316 (615,812) - - 1,600,100	1,261 - (1,334,557) (1,577) (91,824) - 437,296 (18,536) -	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555 9,752 - 1,193,600 -	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752 (302,525)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable Cash flows from financing activities Proceeds from Factoring Payments on Factoring Proceeds from Debt Payments on Debt	- 673,793 (46,667) - 181,828 - (302,525) - -	1,261 - - 774,486 (13,261) - 63,767 89,054 - - -	1,261 - 198,962 9,333 - 53,027 66,628 - - 1,668,300	1,261 - 821,328 (14,743) - (20,544) 111,450 - - (1,668,300)	1,261 - (720,988) 33,409 - 104,991 124,132 - - 5,143,800	1,261 - (1,778,140) (297,277) - (100,969) 79,871 - - 2,345,600 - - -	1,261 - (161,512) 320,612 - 71,281 250,801 1,301,800 (5,143,800)	1,261 - 7,518 (96,193) (25,266) 397,030 - - - - -	1,261 - (2,345,600) (271,145) (88,234) - 90,313 (613,470) - -	1,261 - (436,373) 109,390 (113,056) 161,316 (615,812) - - 1,600,100 (108,200)	1,261 - (1,334,557) (1,577) (91,824) - 437,296 (18,536) - - 2,451,400	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555 9,752 1,193,600 - 929,495 -	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752 (302,525)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio
Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Cash flows from investing activities Purchases of Prop. And Equip. Notes Receivable Cash flows from financing activities Proceeds from Factoring Payments on Factoring Proceeds from Debt	- 673,793 (46,667) - - 181,828	1,261 - - 774,486 (13,261) - 63,767	1,261 - 198,962 9,333 - 53,027 66,628	1,261 - 821,328 (14,743) - (20,544) 111,450 - -	1,261 - (720,988) 33,409 - 104,991 124,132	1,261 - (1,778,140) (297,277) - (100,969) 79,871 - -	1,261 - (161,512) 320,612 - 71,281 250,801 - -	1,261 - - 7,518 (96,193) (25,266) 397,030 - -	1,261 - (2,345,600) (271,145) (88,234) - 90,313	1,261 - (436,373) 109,390 (113,056) 161,316 (615,812) - - 1,600,100 (108,200)	1,261 - (1,334,557) (1,577) (91,824) - 437,296 (18,536) -	1,261 (3,536,238) (2,518,212) 573,495 140,027 - 134,330 1,091,555 9,752 - 1,193,600 -	-	2,035,627 13,866 (3,536,238) (6,198,369) (320,152) (35,427) (113,056) 969,541 1,144,532 9,752 (302,525)	44.3% 1,019,523 Pupil:Teac	80.2% 51,154 ner Ratio

5,000 315,052 350,488 415,970 2,096,092 514,991 1,683,184 526,089 1,488,891 1,037,117 2,185,607 3,381,346

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CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

CHARTER SCHOOL CERTIFICATION

Charter School Name: Cottonwood

CDS #: 09618380139006

Charter Approving Entity: Buckeye Union Elementary

County: El Dorado
Charter #: 1964

		nation is missing:		
	For information regarding this repor	t, please contact:		
	For County Fiscal Contact:	For Approving Entity:		For Charter School:
				Spencer Styles
	Name	Name		Name
				Charter Impact, Inc.
	Title	Title		Title
				888-474-0322
	Telephone	Telephone		Telephone
	Evenil address			sstyles@charterimpact.com
	Email address	Email address		Email address
=				
	To the entity that approved the char	ter school:		
<u>(</u>)	2019-20 CHARTER SCHOOL UNAUD has been approved, and is hereby fi			•
	Signed: Cindu Ou	240.0	Date: 9/4/2020	
	Charter/Sc	thool Official	<u> </u>	
	(Original sign	ature required)		
	Printed Name: Cindy Garcia		Title: Interim Exe	cutive D
	Trainer <u>emay carera</u>		<u></u>	
	To the County Superintendent of Sc	: hools:		
×_)	To the County Superintendent of Sc		REPORT ALTER	NATIVE FORM: This report
<u> </u>	• •	UDITED ACTUALS FINANCIAL		
<u>×</u>)	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Supe	UDITED ACTUALS FINANCIAL	n Code Section 4210	00(a).
<u>×</u>)	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Re	UDITED ACTUALS FINANCIAL rintendent pursuant to Education epresentative of		00(a).
×_)	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Reconstruction Charter App	UDITED ACTUALS FINANCIAL rintendent pursuant to <i>Educatio</i> epresentative of proving Entity	n Code Section 4210	00(a).
<u>()</u>	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Rec Charter App (Original sign	UDITED ACTUALS FINANCIAL rintendent pursuant to Education epresentative of	n Code Section 4210	00(a).
······	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Rec Charter App (Original sign) Printed	UDITED ACTUALS FINANCIAL rintendent pursuant to <i>Educatio</i> epresentative of proving Entity	n Code Section 4210	
<u>(</u>)	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Rec Charter App (Original sign) Printed	UDITED ACTUALS FINANCIAL rintendent pursuant to <i>Educatio</i> epresentative of proving Entity ature required)	n Code Section 4210	
·····	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Rec Charter App (Original sign) Printed	UDITED ACTUALS FINANCIAL rintendent pursuant to <i>Educatio</i> epresentative of proving Entity ature required)	n Code Section 4210	
······································	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Real Charter Apple (Original sign Printed Name: To the Superintendent of Public Institute (County Super Charter Apple (Original sign	UDITED ACTUALS FINANCIAL rintendent pursuant to Education epresentative of proving Entity ature required) truction: UDITED ACTUALS FINANCIAL	Date:Title:	NATIVE FORM: This report has been
	2019-20 CHARTER SCHOOL UNA is hereby filed with the County Super Signed: Authorized Real Charter Apple (Original signs) Printed Name: To the Superintendent of Public Instance 2019-20 CHARTER SCHOOL UNA	UDITED ACTUALS FINANCIAL rintendent pursuant to Education epresentative of proving Entity ature required) truction: UDITED ACTUALS FINANCIAL	Date:Title:	NATIVE FORM: This report has bee Education Code Section 42100(a).

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006

Charter Approving Entity: Buckeye Union Elementary

County: El Dorado

Charter #: 1964

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

	Description	Object Code	Unrestricted	Restricted	Total
A.	REVENUES				
	1. LCFF Sources				
	State Aid - Current Year	8011	17,159,583.00		17,159,583.00
	Education Protection Account State Aid - Current Year	8012	485,120.00		485,120.00
	State Aid - Prior Years	8019			0.00
	Transfers to Charter Schools in Lieu of Property Taxes	8096	4,373,939.00		4,373,939.00
	Other LCFF Transfers	8091, 8097			0.00
	Total, LCFF Sources		22,018,642.00	0.00	22,018,642.00
	• F				
	2. Federal Revenues (see NOTE in Section L)	0000			0.00
	No Child Left Behind/Every Student Succeeds Act	8290			0.00
	Special Education - Federal	8181, 8182			0.00
	Child Nutrition - Federal	8220	_		0.00
	Donated Food Commodities	8221			0.00
	Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
	Total, Federal Revenues		0.00	0.00	0.00
	3. Other State Revenues				
	Special Education - State	StateRevSE		1,265,824.00	1,265,824.00
	All Other State Revenues	StateRevAO	360,880.77	141,801.30	502,682.07
	Total, Other State Revenues	Otaterievino	360,880.77	1,407,625.30	1,768,506.07
	Total, Other State Revenues		000,000.77	1,407,020.00	1,700,000.07
	4. Other Local Revenues				
	All Other Local Revenues	LocalRevAO			0.00
	Total, Local Revenues		0.00	0.00	0.00
	F TOTAL DEVENUES		00 070 500 77	4 407 005 00	00 707 440 07
	5. TOTAL REVENUES		22,379,522.77	1,407,625.30	23,787,148.07
В.	EXPENDITURES (see NOTE in Section L)				
	1. Certificated Salaries				
	Certificated Teachers' Salaries	1100	5,378,511.62	1,587,607.54	6,966,119.16
	Certificated Pupil Support Salaries	1200	116,357.08	117,293.07	233,650.15
	Certificated Supervisors' and Administrators' Salaries	1300	516,165.60	68,298.39	584,463.99
	Other Certificated Salaries	1900	,	,	0.00
	Total, Certificated Salaries		6,011,034.30	1,773,199.00	7,784,233.30
	2. Noncertificated Salaries	0400	404 470 04	000 504 40	000 000 07
	Noncertificated Instructional Salaries	2100	104,178.81	282,504.16	386,682.97
	Noncertificated Support Salaries	2200	35,825.52		35,825.52
	Noncertificated Supervisors' and Administrators' Salaries	2300	52.08		52.08
	Clerical, Technical and Office Salaries	2400	53,208.36	 .	53,208.36
	Other Noncertificated Salaries	2900		35,720.99	35,720.99
	Total, Noncertificated Salaries		193,264.77	318,225.15	511,489.92

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006 Description Unrestricted Restricted Total **Object Code** 3. Employee Benefits **STRS** 3101-3102 994,408.12 294,764.70 1,289,172.82 **PFRS** 3201-3202 0.00 148,212.56 OASDI / Medicare / Alternative 3301-3302 99,080.26 49,132.30 433,789.87 323,934.80 109,855.07 Health and Welfare Benefits 3401-3402 **Unemployment Insurance** 3501-3502 45,290.95 12,940.23 58,231.18 Workers' Compensation Insurance 3601-3602 55,617.19 19,261.31 74,878.50 OPEB, Allocated 3701-3702 0.00 OPEB, Active Employees 3751-3752 0.00 Other Employee Benefits 3901-3902 0.01 0.01 2,004,284.94 Total, Employee Benefits 1,518,331.33 485,953.61 4. Books and Supplies Approved Textbooks and Core Curricula Materials 4100 0.00 **Books and Other Reference Materials** 4200 0.00 122,106.89 2,047,321.16 Materials and Supplies 4300 1,925,214.27 Noncapitalized Equipment 187,327.51 390.85 187,718.36 4400 Food 4700 0.00 Total, Books and Supplies 122,497.74 2,235,039.52 2,112,541.78 5. Services and Other Operating Expenditures Subagreements for Services 6,559,591.98 5100 6,836,605.40 (277,013.42)Travel and Conferences 7,340.14 93.33 5200 7,433.47 **Dues and Memberships** 750.00 5300 750.00 85,748.10 Insurance 5400 85,748.10 Operations and Housekeeping Services 17,800.00 17,800.00 5500 Rentals, Leases, Repairs, and Noncap. Improvements 5600 198,272.87 198,272.87 **Transfers of Direct Costs** (1,024,396.11)5700-5799 1,024,396.11 0.00 1,767,109.95 Professional/Consulting Services and Operating Expend. 5800 9,066.00 1,776,175.95 Communications 5900 1,495.61 1,495.61 (1,292,250.20)Total, Services and Other Operating Expenditures 9,939,518.18 8,647,267.98 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) Land and Land Improvements 6100-6170 0.00 **Buildings and Improvements of Buildings** 6200 0.00 Books and Media for New School Libraries or Major 0.00 **Expansion of School Libraries** 6300 Equipment 6400 0.00 **Equipment Replacement** 6500 0.00 Depreciation Expense (accrual basis only) 13,865.72 6900 13,865.72 13.865.72 Total, Capital Outlay 0.00 13,865.72 7. Other Outgo **Tuition to Other Schools** 0.00 7110-7143 Transfers of Pass-Through Revenues to Other LEAs 7211-7213 0.00 Transfers of Apportionments to Other LEAs - Spec. Ed. 7221-7223SE 0.00 Transfers of Apportionments to Other LEAs - All Other 7221-7223AO 0.00 All Other Transfers 7281-7299 0.00 **Transfers of Indirect Costs** 7300-7399 0.00 **Debt Service:** 555,340.00 555,340.00 Interest 7438 Principal (for modified accrual basis only) 7439 0.00 555,340.00 Total Debt Service 0.00 555,340.00 555,340.00 Total, Other Outgo 0.00 555,340.00 8. TOTAL EXPENDITURES 20,343,896.08 1,407,625.30 21,751,521.38

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006 Restricted **Object Code** Unrestricted Total **Description** C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES **BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** 2,035,626.69 0.00 2,035,626.69 D. OTHER FINANCING SOURCES / USES 1. Other Sources 8930-8979 0.00 2. Less: Other Uses 7630-7699 0.00 3. Contributions Between Unrestricted and Restricted Accounts 8980-8999 0.00 (must net to zero) 0.00 0.00 4. TOTAL OTHER FINANCING SOURCES / USES 0.00 E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4) 2,035,626.69 0.00 2,035,626.69 F. FUND BALANCE / NET POSITION 1. Beginning Fund Balance/Net Position a. As of July 1 9791 0.00 b. Adjustments/Restatements 9793, 9795 0.00 c. Adjusted Beginning Fund Balance /Net Position 0.00 0.00 0.00 2. Ending Fund Balance /Net Position, June 30 (E+F1c) 2,035,626.69 0.00 2,035,626.69 Components of Ending Fund Balance (Modified Accrual Basis only) a. Nonspendable 1. Revolving Cash (equals Object 9130) 9711 0.00 2. Stores (equals Object 9320) 9712 0.00 3. Prepaid Expenditures (equals Object 9330) 9713 0.00 4. All Others 9719 0.00 b. Restricted 9740 0.00 c. Committed 1. Stabilization Arrangements 9750 0.00 2. Other Commitments 9760 0.00 d. Assigned 9780 0.00 e. Unassigned/Unappropriated 1. Reserve for Economic Uncertainties 9789 0.00 2. Unassigned/Unappropriated Amount 9790M 0.00 3. Components of Ending Net Position (Accrual Basis only) a. Net Investment in Capital Assets 316,390.76 316,390.76 9796 b. Restricted Net Position 0.00 9797 1,719,235.93 1,719,235.93

9790A

c. Unrestricted Net Position

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0.00

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006 Unrestricted Restricted Total **Description Object Code** G. ASSETS 1. Cash In County Treasury 9110 0.00 Fair Value Adjustment to Cash in County Treasury 9111 0.00 3,381,344.98 9120 3,381,344.98 In Revolving Fund 9130 0.00 With Fiscal Agent/Trustee 9135 0.00 **Collections Awaiting Deposit** 9140 0.00 2. Investments 9150 0.00 3. Accounts Receivable 9200 1,270,459.30 1,270,459.30 4. Due from Grantor Governments 9290 0.00 9320 0.00 5. Stores **6.** Prepaid Expenditures (Expenses) 35,427.15 35,427.15 9330 7. Other Current Assets 9340 113,055.98 113,055.98 8. Capital Assets (accrual basis only) 9400-9489 288,659.32 288,659.32 9. TOTAL ASSETS 5,088,946.73 0.00 5,088,946.73 H. DEFERRED OUTFLOWS OF RESOURCES 1. Deferred Outflows of Resources 9490 0.00 2. TOTAL DEFERRED OUTFLOWS 0.00 0.00 0.00 LIABILITIES 1. Accounts Payable 2,114,073.04 9500 2,114,073.04 2. Due to Grantor Governments 9590 0.00 92,950.00 3. Current Loans 9640 92,950.00 4. Unearned Revenue 9650 9,752.00 9,752.00 5. Long-Term Liabilities (accrual basis only) 9660-9669 836,545.00 836,545.00 3,053,320.04 3,053,320.04 6. TOTAL LIABILITIES 0.00 J. DEFERRED INFLOWS OF RESOURCES 1. Deferred Inflows of Resources 9690 0.00 2. TOTAL DEFERRED INFLOWS 0.00 0.00 0.00 K. FUND BALANCE /NET POSITION Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) 2,035,626.69

(must agree with Line F2)

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0.00

2,035,626.69

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	_	Capital Outlay	Debt Service	Total
	_			
a. NONE	\$_			0.00
b				0.00
C				0.00
d				0.00
e.				0.00
f.				0.00
g.				0.00
h	_			0.00
i.				0.00
j	_			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		(Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
·		
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

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Amount

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Cottonwood

CDS #: 09618380139006

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	21,751,521.38
 b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred] 	0.00
c. Subtotal of State & Local Expenditures [a minus b]	21,751,521.38
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	569,205.72
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 21,182,315.66

Cover Sheet

Learning Continuity and Attendance Plan

Section: IV. Academic Excellence

Item: A. Learning Continuity and Attendance Plan

Purpose: Vote

Submitted by:

Related Material: The Cottonwood School LCP (002).pdf

BACKGROUND:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020-21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement. The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide school meals for students.

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM online teaching and learning continued as it did before COVID-19 important aspects of the program have been affected primarily the Place Based Learning. The school continued during the school closure to engage in the use of virtual tools, which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

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

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

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback

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

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

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

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

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

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

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM advisor supports the student physically, academically, emotionally and socially through advisory and through day to day interactions on zoom.

Continuity of Learning

In-Person Instructional Offerings

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

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

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

Modes of instruction

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

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

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

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM
Fusion is the tradition five day a week classroom-based instruction. I his model will have the appropriate 6 teet apart spacing between students in all classrooms. This will allow for a percentage of the site-based population to have the continuity of daily in-person instruction and daily interaction with peers and teachers. Zoom break-out rooms will allow for students to continue project-based learning.

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

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

Staffing

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

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

Plan to Mitigate Transmission

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

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

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

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

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

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

\$4,500

Υ

Distance Learning Program

Continuity of Instruction

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

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

Virtual Learning Options/Distance Learning Options

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

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

Technology and Instruction

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

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

Instructional Strategies

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

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

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

1) Teacher-Directed Instructional Model

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

2) Online Instructional Model

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

3) Blended Instructional Model

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

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

Access to Devices and Connectivity

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

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

Pupil Participation and Progress

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

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

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

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

Distance Learning Professional Development

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

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

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

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

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

Staff Roles and Responsibilities

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

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

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

Supports for Pupils with Unique Needs

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

Students who are English learners

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

Pupils with exceptional needs

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

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

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

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

Students in Foster Care

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM
For students in foster care, we maximize instructional flexibility and support. Students in foster care may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and collaborate with students and families to avoid any unnecessary academic penalty related to matters beyond their control. We also increase outreach and coordination with community resources. Community Connections will offer virtual events and workshops that are accessible and offer social language development. Cottonwood has a full-time Student Support Program Specialist who specifically supports a variety of students with unique needs, including foster youth. The student services team, in conjunction with our program specialist, work to ensure students have access to a variety of services and supports. The student services team provides resources for a variety of needs, which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies that can provide additional support for students and families. Our student services team is making strategic outreach calls to ensure that students and families are aware of the availability of resources for basic needs, such as food and shelter, in their unique communities. These provide and assist with academics and access to online coursework.

Students Experiencing Homelessness

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

Actions Related to the Distance Learning Program

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

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM—cost. This will provide access to the internet and online curriculum, online community partners and other resources to support students in academic progress.		
Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum. Including Brainpop and Brainpop ELL	\$23,733	Y
Costs to implement CC program include hot spots for connectivity, web cameras/tripods for the Community Coordinators Costs associated with staff	\$1,800	N

Pupil Learning Loss

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

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

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

Pupil Learning Loss Strategies

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

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

The Cottonwood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM standard achievement plans and provide interventions for students as they are progressing throughout the school year. This allows staff to support in-progress monitoring of students and to provide supports for the whole child as appropriate.

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

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

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

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Expenditure with the translation of communication and learning Continuity Plan	\$3,000	Υ
Cost associated with teacher devices		Υ
Costs associated with staff using internet	\$33,250	Υ

Mental Health and Social and Emotional Well-Being

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

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

Pupil and Family Engagement and Outreach

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

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

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

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

School Nutrition

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

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

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

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

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

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

Social-Emotional Learning/ Growth	wood School - Regular Scheduled Board Meeting - Agenda - Tuesday September 15, 2020 at 6:00 PM— Purchasing Big Life Journals for all students/ teacher materials and	\$60,000	Υ
Mindset	training for teachers	,	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Required Descriptions

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

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

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

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

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

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

Cover Sheet

Parent / Student / Community Handbooks

Section: IV. Academic Excellence

Item: B. Parent / Student / Community Handbooks

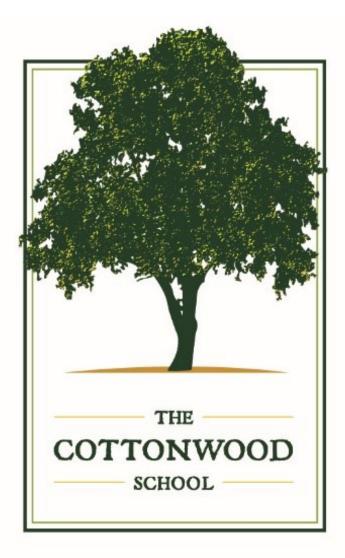
Purpose: Vote

Submitted by:

Related Material: Parent Student Handbook 20-21_Cottonwood 9.12.pdf

TCS Handbook 2020-2021-final.pdf

2020-2021



Parent Student Handbook

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School Vision and Mission Statement

Vision: Home Study Pathway

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

Mission: Home Study Pathway

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

Description of the Program

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse vendor services

Schoolwide Learner Outcomes (SLOs)

Knowledge and Thinking – Students will develop the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

Agency – Students will develop a growth mindset and take ownership over learning.

Collaboration - Students will develop the ability to be a productive member of diverse teams, through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

Oral Communication - Students will develop the ability to communicate knowledge and thinking through effective oral presentations.

Written Communication - Students will develop the ability to effectively communicate knowledge and thinking through writing.

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

Aware - The student understands post-secondary options and sees the importance of continuing their education.

Eligible - The student completes requirements necessary to continue their education.

Prepared - The student graduates from high school with the skills necessary to further education without remediation.

WASC Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Admissions, Registration, & Intake

Required registration documentation includes: Proof of age, immunization record or documentation of exemption, and proof of residence.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. If, while attending our school, a family moves they must submit a new proof of residence annually and within ten days of a mid-year change in residence to their Homeschool Teacher. There are accommodations for Homeless/Foster Youth and students of active military families.

Proof of Residency (POR): This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 60 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted once the student has been admitted to TCS; these can be submitted by hand, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Make sure your student participates in online or other recommended intervention supports if needed and assigned by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment up to 3 times per school year.
- Support student(s) in attending state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Ensure student(s) report to their teacher as scheduled in Learning Period meetings in the manner of One-on-One, Online or by Phone, in the location of in person or virtual, at least every 20 school days as written in the master agreement, as well any other necessary meetings as specified by the teacher or program designation.

Student Behavioral Expectations

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- 1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- 2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- 3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- 4. No offensive comments, language, or gestures are part of the learning environment.
- 5. Impersonating another person on an online platform is prohibited.
- 6. Use only your own username and password for online platforms and do not share these with others.
- 7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause

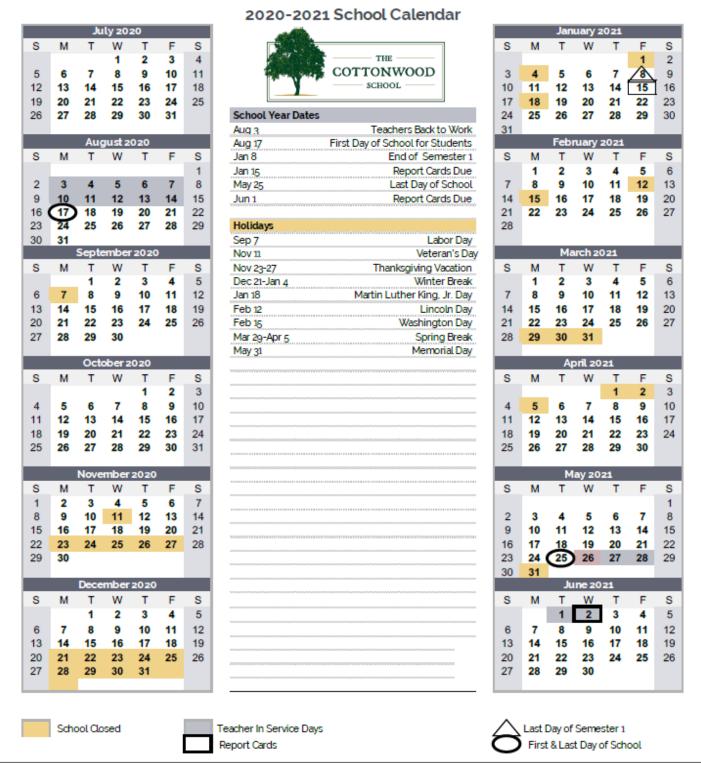
for removal of a student from an activity and may result in disciplinary action.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Please see the complete Suspension and Expulsion Policy at the end of this Handbook for more information.

School Calendar

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.



Curriculum Choices & Learning Paths

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore the school adopted options below managed by our Curriculum Department. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the Enrichment Ordering System.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- EmbarK12 by K12 Online & Offline
- Lincoln Empowered Online & Offline
- McGraw Hill Textbook with online resources and online teacher's editions
- Other Curriculum Can be ordered through the <u>Enrichment Ordering System</u>

Kindergarten-2nd Grade:

- McGraw-Hill Textbook with online resources and online teacher's editions
- Lincoln Empowered Online & Offline
- K12 Online & Offline
- <u>Redbird</u> Online Math and Language Arts/Writing courses
- Acellus Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Calvert Learning by Edmentum Online and Print
- Other Curriculum Can be ordered through the Enrichment Ordering System

3rd-5th Grade:

- K12 Online & Offline
- Lincoln Empowered Online & Offline
- Odvsseyware Online
- McGraw-Hill Textbook with online resources and online teacher's editions
- <u>ALEKS</u> Online math courses
- StrongMind Online
- Redbird Online Math and Language Arts/Writing courses
- Acellus Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Calvert Learning by Edmentum Online and Print
- Other Curriculum Can be ordered through the <u>Enrichment Ordering System</u>

6th-8th Grade:

- Odysseyware Online (Highly qualified instructor optional through Odysseyware Academy)
- <u>Edgenuity</u> Online (Highly qualified instructor optional)
- Edmentum EdOptions Academy Online with a highly qualified instructor
- McGraw-Hill Textbook with online resources and online teacher's editions
- K12 Online & Offline
- Lincoln Empowered Online & Offline
- FuelEducation Online (Highly qualified instructor optional)

- ALEKS Online math courses
- StrongMind Online
- Redbird Online Math and Language Arts/Writing courses (not available for 8th Grade)
- Acellus Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Junior High Virtual Academy (JHVA) 7th and 8th Grade Language Arts, Math, and Science
- Other Curriculum Can be ordered through the <u>Enrichment Ordering System</u>

Curriculum: High School

Our school offers an Individualized Graduation Plan (IGP) for all high school students, during the school year. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various homeschool curricula and vendor options, including college prep, "a-g," and AP courses. Students have the freedom to choose courses in:

9th-12th Grade:

- High School Virtual Academy (HSVA)- Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Edgenuity Online (Highly qualified instructor provided)
- Edmentum EdOptions Academy Online with a highly qualified instructor
- <u>FuelEducation</u> Online with a highly qualified instructor
- <u>McGraw-Hill Textbook</u> Offline with online supplemental videos and office hours. Internet access is required to turn in assignments. (High qualified instructor attached)
- Odysseyware Online (Highly qualified instructor optional through Odysseyware Academy)
- ALEKS Online math courses
- Acellus Online, customizable option that can be completed when teaming with the Homeschool Teacher.
- StrongMind Digital Learning Online
- A combination of the above
- Other Curriculum Can be ordered through the <u>Enrichment Ordering System</u>

9th - 12th Grade <u>AP Courses offered in Edgenuity</u> (offerings may vary annually due to interest and instructor availability):

- Calculus AB
- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- U.S. Government & Politics
- U.S. HistoryWorld History

AP courses are also offered.

Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses (Algebra 1 must be completed)	20
Science	4 semester courses (Must include 1 year of Physical Science and 1 year of Life Science)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
	Total =	200 Credits

^{*} Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
 English 9 Algebra 1 Physical Science or Earth Science Elective / Elective Elective / 	 World History English 10 Math Biology Elective / Elective 	 US History English 11 World Language or Visual & Performing Arts Elective / Elective Elective / Elective 	 Economics and Government Elective / Electi Elective / Electi Elective / Electi Elective / Electi

4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet "a-g" requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The "a-g" requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years (1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)
b	English	4 years
С	Mathematics	3 years (Algebra or higher)
d	Laboratory Science	2 years (At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)
e	Language Other Than English	2 years (Must be 2 years of the same language)
f	Visual & Performing Arts	1 year (Dance, Interdisciplinary Arts, Music, Theater, or Visual Art)
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are "a-g" approved. All "a-g" courses must be completed with a grade of C or better. There are alternative ways to meet "a-g" requirements through testing and community college courses. Students can check the progress of their "a-g" requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the "a-g" requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- "A-G" Requirements
- SAT Information
- ACT Information

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

Academic Expectations

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be "on track" for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Academic Integrity

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (e.g., Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- Third offense: A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

Report Cards

Report Cards - TK-8th

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I Can Statements.

Report Cards are not required for grades TK-8, but families may request them from their teacher. While TK-8 report cards are not required, they are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. We highly recommend that parents of 7th and 8th grade students request a report card as this type of documentation is frequently requested when transitioning into a brick and mortar high school setting. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-8th grade students have three Report Card options (Option B is the default if you do not make a selection):

- **Option A:** I would like my teacher to create a Report Card and I would like a copy filed in my student's Cumulative Record.
- **Option B:** I would like my teacher to create a Report Card and I would NOT like a copy filed in my student's Cumulative Record.
- Option C: I DO NOT want a Report Card to be generated.

Your Homeschool Teacher will communicate directly with you to ask which option you would like for Report Cards.

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent/guardian (or eligible student if the student is 18 year of age or older) and teacher unless a parent/guardian or eligible student provides advance written consent or disclosure is permitted or required under the law. The data is used solely to show grade level and school-wide trends for accreditation purposes.

Progress Indicators

Progress Indicators (PI) will be assigned for your student by your Homeschool Teacher four times during the school year. The Progress Indicators are used to gather school-wide data on grade level progress as it relates to the state standards. The data is used by ICS when we are required to report the effectiveness of our academic program to stakeholders such as our charter authorizers and our School Board.

Indicator	Description
4	Significant Progress 85-100%
3	Adequate Progress 70-84%
2	Some Progress 60-69%
1	Little to No Progress <59%

Report Cards - High School

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher, as applicable.

The chart below shows the grading rubric for quality of assigned work:

Percentage	Grade
90-100%	А
80-89%	В
70-79%	С
60-69%	D
59 and below	F

Attendance

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each month. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and the student may be subject to withdrawal. (Refer to Independent Study Policy, Master Agreement, and Non-Compliance Policy)

Withdrawing Your Student

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdraw. Families may be billed for any school items that are willfully damaged or loaned to the student or family by the school and not returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

Educational Materials & Restitution Policy

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

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

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

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

The School, after affording the student due process rights and providing the student's parent/guardian with written notice, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian returns the lost property or pays for the damaged school property (e.g., educational technology, textbooks, etc.). When a student and parent/guardian are unable to pay for the damages, or to return the property, the school will provide a program of voluntary work for the student in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, diploma, and transcripts shall be released.

Withholding Grades, Diploma and Transcripts and Transferring Students

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

2. Procedures:

- 1. School shall use inventory systems that clearly identify the student and type of school property issued to the student.
- School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - b. The Written Notice will inform families the School may contact law enforcement

- and/or refer the debt to a collection agency.
- c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
- d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.
- 3. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to the School or return missing property. When a student and parent/guardian are unable to pay for the damages, or to return the property, the school will provide a program of voluntary work for the student in lieu of the payment of monetary damages.
- 4. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.
- 5. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), or upon the student's completion of the voluntary work program, the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.
- 6. The purpose of this policy is to provide families reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collection agency as a last resort.

Special Education

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families: and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns with. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by the school.

May a family maintain the same Special Education NPA Providers/individual therapists, if they are enrolled in the same school from year to year?

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?

The school Work Sample policy is the same for all students.

Planning Amounts

Program Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate a Planning amount that is used for carefully select educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit each student's academic goals. All orders must be nonsectarian and are approved by your Homeschool Teacher.

For the 2020-2021 school year, the Planning Amounts are as follows:

- Extended Transitional Kindergarten: \$1,000 (\$500 upon enrollment and \$500 on 12/01/2020)
- Transitional-Kindergarten-6th Grades: \$2,100 (\$1,100 upon enrollment and \$1,000 on 12/01/20)
- 7th-12th Grades: \$2,500 (\$1,100 upon enrollment and \$1,400 on 12/01/20)

Product:

- Enrichment Materials
- Curriculum
- Technology Items*
- Educational Field Trips

Service:

- Fine Art Lessons & Classes
- Performing Art Lessons & Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring Services
- STEM Classes

*The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.

All materials ordered through the school with state funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. All materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

All services requested through the school with state funding will only be provided with an Enrichment Certificate during the student's enrollment period. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.

To protect students, in person services may be paused due to COVID-19 guidelines.

How to Request Services/Products

- 1. Visit the Enrichment Ordering System (EOS) to request services and products.
- 2. Services may only be requested through approved service vendors.
- 3. The first time a family uses a vendor for service, they will need to sign and submit an online waiver form through the EOS.
- 4. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates on the EOS. Students are not able to start services without an Enrichment Certificate.
- 5. Families will present the Enrichment Certificate to the vendor.
- 6. Each vendor will invoice the charter schools for the services approved on the certificate.
- 7. The school pays vendors directly. Parents should not pay vendors for student services as we cannot provide payment/reimbursement to families.
- 8. Technology devices can be ordered through the Enrichment Ordering System. To see a current catalog of available devices, please visit techstore.inspireschools.org.

Field Trips & Events

We believe in inspiring our community and learning through educational experiences through schoolorganized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all schoolorganized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing the school from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Technology Team

Choosing technology can be overwhelming. The Tech Team helps simplify your selection by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of

quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

Most devices offered by the Tech Team are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the Planning Amount cost of Tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student

How to Order

Tech devices are available through the Enrichment Ordering System, and can be ordered in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit techstore.inspireschools.org.

Tech Center Returns

All Tech items are the property of the school and returns should be submitted to the Tech Team. Please contact us for detailed directions on how to return items.

The school is unable to sell any enrichment/technology items to families.

For Tech Team assistance or questions, please call (626) 433-8094 or email <u>tech-help@inspireschools.org</u>.

Parent-Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are must comply with local, state, and federal laws, regulations and ordinances. Failure to adhere to these policies or laws, regulations, or ordinances may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant laws and regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The school shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using school technology.

DEFINITIONS:

- 1. School, Organization, and or We The Cottonwood School and its subsidiaries, programs, and divisions
- 2. ITD Inspire Charter Services Information Technology Department
- 3. You, Your, and or I The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- 4. Resources Devices, systems, services or networks owned, operated or issued by the school
- 5. User Any person(s) accessing or utilizing school resources that is not a resource operator
- 6. AUP Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to learn about and comply with all information within this Acceptable Use Policy (AUP) document.

- 1. You agree to learn about and comply with all the information outlined in this AUP document.
- 2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - a. Never leaving items unattended
 - b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
 - c. Never removing protective accessories or features (e.g. cases, bumpers)
 - d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear

and tear

- e. Maintaining student supervision by parent/guardian during access and usage
- 3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- 4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- 5. You are expected to make a reasonable effort to protect your passwords, information and data.
- 6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- 7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
- 8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

The Cottonwood School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

ACCEPTABLE USE OF ICS RESOURCES BY USERS:

- 1. All school-issued technology and accounts are intended solely for educational use by the person authorized to use the technology and account.
- 2. When sharing or exposing personal information or data online, extreme caution should be exercised.
- 3. Any information or communication accessible via any school network should be assumed as private property.
- 4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- 5. The school is bound by certain licensing agreements. Users must comply with those agreements.
- 6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

- 1. All commercial or for-profit usage is prohibited.
- 2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- 3. Violation of any local, state or federal laws, regulations or ordinances as well as School, board or administrative policies are prohibited. Example: Federal copyright laws (<u>Title 17</u>, USC)

- 4. Any attempt to circumvent ICS security measures, content filters or access restricted resources is prohibited.
- 5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of California's unauthorized computer access law, Penal Code 502(c) PC.
- 6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- 7. Publicly advertising internal authentication methods and/or password conventions.
- 8. Impersonation of any user other than yourself is prohibited.
- 9. Unauthorized falsification or modification of any school records is prohibited.
- 10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- 11. Political lobbying or advertising is prohibited.
- 12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by ITD or authorized third parties.

EXPECTATION OF PRIVACY:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- 1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- 2. Monitor an individual's use of school-owned resources
- 3. Locate or track the location of a school-owned resource
- 4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. The ITD does not and will not access personal devices.

CYBERBULLYING:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Cyberbullying is prohibited. Examples of this behavior include but are not limited to:

- 1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
- 2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- 3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- 4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- 5. Posting a student picture without their permission
- 6. The use of derogatory comments, including those regarding race, age, gender, sexual

orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE:

- 1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact the ITD for a schedule of mobile return locations or request prepaid return labels.
- 2. For information regarding technology returns, please review our *ICS Tech Center and Issued Technology Agreement* or contact ITD.

CONTACT INFORMATION:

Inspire Charter Services Information Technology Department

Phone: (626) 433-8094

• Email: tech-help@inspireschools.org

Submit a Request: inspireschools.teamwork.com/support

DISCLAIMER & ACKNOWLEDGEMENTS:

- 1. The school reserves the right to modify its policies at any time.
- 2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- 3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
- 4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- 5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
- 6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- 7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- 8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- 9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- 10. The school may confiscate and search any school technology.
- 11. The school is not in any way an Internet Service Provider.
- 12. The school shall ensure that all school computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the school is able exercise reasonable control over content created and purchased by the school, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the school nor its staff shall be

responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

USER AGREEMENT:

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK <u>SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION</u>, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS *PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY*.

Non-Compliance Policy

The Cottonwood School is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

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

- 1. Outline the Non-Compliance Process
- 2. Outline the Student's Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs
- 3. Outline the Parent's and Student's Responsibility to Schedule and Attend Monthly Learning Periods
- 4. Establish Communication Requirements for the Home School Teacher (HST).
- 5. Outline the Non-Compliance Procedures
- 6. Outline the Procedures for the HST when sending the First Non-Compliance Letter
- 7. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
- 8. Outline the Procedures for the Administrative Conference Call
- 9. Establish the Non-Compliance Timeline/Checklist
- 1. Non-Compliance Process: The school's Non-Compliance Process can be engaged if a student/family is found to have one or more of the following:
 - Two (2) missing assignments during any period of twenty (20) school days
 - One or more missing Work Samples
 - One or more missing Student Activity Logs (Attendance Logs)
 - Missed or not scheduled one or more monthly learning period or other meetings.
 - Has not responded to their Homeschool Teacher after three sets of attempts (phone and email) over the course of six school days.
- 2. Student Work/Progress, Assignments/Work Samples, Student Activity Logs: It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty school days. It is also required that all HQTs, monitor work completion and progress for High School Students, if using an HQT. When any pupil fails to complete two (2) assignments during any period of twenty (20) school days, or has missed one or more work samples, the HST should then start the Compliance Process.
- 3. Acceptable Work Sample Criteria:
 - Original or scanned PDF version
 - Demonstrates neat and organized work
 - Demonstrates a good reflection of your child's learning and abilities
 - Includes student's name and date in the top right-hand corner
 - The sample needs to be completed and dated within the collection Learning Period
 - Must be non-sectarian (non-religious)

- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work
- **4. Monthly Learning Period or Other Meetings:** It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully scheduled or held after two or more attempts it
 - could be determined that the family has not met the school's meeting expectations and the HST should start the Non-Compliance Process.
- 5. Communication Requirements of the Home School Teacher: HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call, email message, and document in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the Compliance Process by sending Non-Compliance Letter #1.
- 6. Non-Compliance Procedures: The compliance procedure can include two compliance letters and one Administrative Conference call. If after the Administrative Conference call the student fails to meet expectations, the student will be withdrawn from the school for at minimum, one academic school year.
- 7. **First Non-Compliance Letter**: Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:
 - Send Non-Compliance Letter #1 to the family via certified mail.
 - Document date letter was sent, issue, and tracking number in Contact Manager
 - Remind student/family of the appropriate sections of the Master Agreement and Parent- Student Handbook that specifically address the issue/concern.
 - Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
 - Hold all Instructional Funds until the family is compliant.

- **8. Second Non-Compliance Letter:** Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five school days, the HST will:
 - Attempt to call and email the family (Communication Pair #4)
 - Determine a day and time to schedule an Administrative Conference Call with the parent(s)/guardian(s), HST, and Sr. Director, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6th school day from the date of the letter.
 - Send Non-Compliance Letter #2 to the family via certified mail.
 - Document date letter was sent, issue, and tracking number in Contact Manager
 - Remind student/family of the appropriate sections of the Master Agreement and Parent-Student Handbook that specifically address the issue/concern.

Letter #2 gives the family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Should the family fail to communicate to their HST within five school days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative Phone Conference as scheduled in the letter.

- **9.** Administrative Conference Call: Without satisfactory resolution to the issues/concerns, the HST will:
 - Send out a conference call number to all participants.
 - Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in the Contact Manager.
 - Document date the Administrative Conference Call was held including a brief summary of the outcome in the Contact Manager.

A team composed of Parent(s)/Guardian(s), HST, and a Director must be present on the Administrative Conference Call. During this time the team will work towards resolution of the issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our independent study program.

If the Administration finds that this is not in the best interest of the student to remain in independent study, then the student shall be withdrawn from the school by following the procedures in the school's withdrawal policy.

If the student or parent does not attend the Administrative Conference Call, the student could be withdrawn from the school by following the procedures in the school's withdrawal policy.

10. Non-Compliance Timeline/Checklist:

- Concern/Issue Arises
 - oThe HST will Call & Email Family (Communication Pair #1)*
- Wait 2 School Days
- Resolution Stop Process
- If No Resolution Continue
 - oThe HST will Call & Email Family (Communication Pair #2)*
- Wait 2 School Days
- Resolution Stop Process
- If No Resolution Continue
 - o The HST will Call & Email Family (Communication Pair #3) + Send Non-Compliance Letter #1 (Certified Mail) Hold Instructional Funds*
- Wait 5 School Days
- Resolution—Stop Process
- If No Resolution Continue
 - o The HST will Call & Email Family (Communication Pair #4) + Send Non-Compliance Letter #2 that includes Administrative Conference Call (Certified Mail)*
- Wait 5 School Days
- Resolution Stop Process
- If No Resolution Continue
 - oThe HST will Hold Administrative Conference Call and determine best course of action*
- Follow school withdrawal policy, if applicable*

11. Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation to determine whether independent study is in the student's best interests is complete, if it is determined that it is not in the best interest of the student to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the Charter School's intent to remove the student as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of student's removal. The Notice shall include the following:

- 1) The School's intent to remove the student as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing. Parent(s) (or the student if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.

- 3) If Parent(s) or student over 18 requests a hearing:
 - a. Within five (5) calendar days of the school receiving a request for a Non-Compliance Hearing, a written notice explaining the charges against the student and an explanation of the student's rights will be sent.
 - b. The Non-Compliance Hearing will be adjudicated by a neutral officer. Parents/students will have the opportunity to present testimony, evidence, witnesses, and cross examine adverse witnesses. Parents/Students have the right to bring legal counsel or an advocate.
 - If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.
 - ii. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy occur or re-occur.
- 4) If no hearing is requested, the student shall be removed from the school on the date listed on the notice.

^{*}Document in Contact Manager

Work Samples

To meet California Independent Study Guidelines, Work Samples will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Testing & Assessment

Assessment data is critical to our school. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning

organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Our school must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English

Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

Internal Diagnostic: Star 360

Our school believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive and non-adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. The school will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns. The non-adaptive paper and pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.

Star 360 Testing will occur up to three times a year, once in the fall, winter, and spring of each year.

COVID-19

As a non-classroom-based independent study school, the school's academic model is in line with Distance Learning Guidance provide by the California Department of Education. The school continues to 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.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days
Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

Work Permits

There are two types of work permits: Entertainment and Non-Entertainment

- **Entertainment Work Permits** are obtained from the entertainment industry employer, filled out, and sent to records@inspireschools.org
- Non-Entertainment Work Permits are different. Before the Records Department can fill out a
 regular work permit, the employer needs to provide the student a B1-1 permit (think of this as
 the permit to attain a permit). This is important because it tells our department where the
 student wishes to work. Once the B1-1 permit is sent to records@inspireschools.org, one of
 our Records specialists will fill it out and provide a B1-4 at the same time. The B1-4 is the actual
 permit.

Concurrent, College Enrollment

For all concurrent, college enrollment requests, please send applications and inquiries to your Guidance Counselor. There is a minimum five business day turnaround for these applications, so please plan accordingly.

Student Mental & Physical Health

The school is committed protecting the health and well-being of all 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.

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 school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- 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 has adopted 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.

Suicide Prevention Policy

The school's Suicide Prevention Policy can be found on the school website under Boards and Board Policies.

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.

The school's 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.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Cottonwood School (or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyberbullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Cottonwood School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom The Cottonwood School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Cottonwood School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Cottonwood School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Cindy Garcia 7006 Rossmore Lane, El Dorado Hills, CA 95762 Email – Cindy.garcia@cottonwood.school Phone Number – (530) 285-2578

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106.1 et seq.) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by The Cottonwood School.

The Cottonwood School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
- 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- 3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
- 4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Cottonwood School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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:

- 1. A message, text, sound, video, or image.
- 2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," above. "False profile" means a profile of a fictitious student

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- 3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act
 - b. "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.
- 4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in The Cottonwood School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that The Cottonwood School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The Cottonwood School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The Cottonwood School advises students:

- e. To never share passwords, personal data, or private photos online.
- f. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- g. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- h. To consider how it would feel receiving such comments before making comments about others online.

The Cottonwood School informs Charter School employees, students, and parents/guardians of The Cottonwood School's policies regarding the use of technology in and out of the

classroom. The Cottonwood School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The Cottonwood School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The Cottonwood School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at The Cottonwood School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The Cottonwood School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The Cottonwood School informs The Cottonwood School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The Cottonwood School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other The Cottonwood School employees who have regular interaction with students.

The Cottonwood School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior

Decreased self-esteem

The Cottonwood School also informs certificated employees about the groups of students determined by The Cottonwood School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The Cottonwood School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for The Cottonwood School's students.

Grievance Procedures

1. Scope of Grievance Procedures

The Cottonwood School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed; unless the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the School will assist the complainant in the filing of the complaint.
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to The Cottonwood School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, The Cottonwood School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Cindy Garcia 7006 Rossmore Lane, El Dorado Hills, CA 95762 Email – Cindy.garcia@cottonwood.school Phone Number – (530)285-2578

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The Cottonwood School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Cottonwood School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Cottonwood School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to The Cottonwood School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or The Cottonwood School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Cottonwood School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of The Cottonwood School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The Cottonwood School, the Coordinator (or administrative designee) will promptly initiate an investigation. If a complaint is against the Coordinator, that complaint must be investigated/resolved by another administrator who holds a position above the Coordinator or by a member of the Board. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

 Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in this description, notice of the additional allegations will be given to the parties whose identities are known;
- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that The Cottonwood School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

• <u>Emergency Removal</u>

- The Cottonwood School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with The Cottonwood School's policies.
- The Cottonwood School may remove a respondent from The Cottonwood School's education program or activity on an emergency basis, in accordance with The Cottonwood School's policies, provided that The Cottonwood School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

- o If a formal complaint of sexual harassment is filed, The Cottonwood School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If The Cottonwood School offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.

 The Cottonwood School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. The Cottonwood School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, The Cottonwood School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- O If the investigation reveals that the alleged harassment did not occur in The Cottonwood School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable The Cottonwood School policy.
- The Cottonwood School may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at The Cottonwood School;
 or
 - The specific circumstances prevent The Cottonwood School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed,
 The Cottonwood School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- The Cottonwood School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of The Cottonwood School's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from The Cottonwood School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by The Cottonwood School in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find The Cottonwood School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of The Cottonwood School's decision or resolution, submit a written appeal to the President of The Cottonwood School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and The Cottonwood School will implement appeal procedures equally for both parties.
- The Cottonwood School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The Cottonwood School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Suspension & Expulsion Policy

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

Consistent with this Policy, 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, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of 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 annually as part of the school's parent, student and teacher handbooks and will clearly describe discipline expectations regarding school rules, attendance, substance abuse, violence, safety, and dress code. Each family will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year.

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind,

- and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- I) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

iii. An act of cyber sexual bullying.

- a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). x) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - 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.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2)"Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- Iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

- sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and the student's parent/guardian 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 pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. 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.

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be

expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

E. Expulsion Procedures

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

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

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

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

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

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

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and the student's 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.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

Parents/guardians of 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.

N. 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 pupil may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

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

P. Notice to Teachers

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

Q. Involuntary Removal for Missed Assignments

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

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Grievance Policy and Procedure

Our school is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation, religion or any other protected characteristic is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. The school leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 5 business days after
 the day the Charter School receives a request for access. Parents or eligible students should
 submit to the Charter School Principal or designee a written request that identifies the records
 they wish to inspect. The Charter School official will make arrangements for access and notify
 the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigrationenforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

- 1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99:
- 2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
- 3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- 6. Accrediting organizations in order to carry out their accrediting functions;
- 7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- 8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- 9. Persons who need to know in cases of health and safety emergencies;
- 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
- 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
- 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final

results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

- 1. Student's name
- 2. Student's address
- 3. Parent's/guardian's address
- 4. Telephone listing
- 5. Student's electronic mail address
- 6. Parent's/guardian's electronic mail address
- 7. Photograph and video
- 8. Date and place of birth
- 9. Dates of attendance
- 10. Grade level
- 11. Participation in officially recognized activities and sports
- 12. Degrees, honors, and awards received
- 13. The most recent educational agency or institution attended
- 14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal at: Cindy.Garcia@cottonwood.school or Jodiann.beeson@cottonwood.school. A copy of the complete Policy is available upon request at the main office.

Signature of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

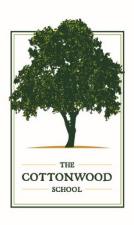
Student Name (Print)	
Student Signature	 Date
Parent/Guardian Name (Print)	
Parent/Guardian Signature	Date

We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity.

DR. MARIA MONTESSORI

The Cottonwood School

Community Handbook 2020-2021



Vision and Mission

VISION (The WHY)

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

MISSION (The HOW)

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

Values

The Cottonwood School (TCS) strives to develop students who are prepared to be part of an increasing complex, demanding and competitive 21st century. In addition to being influenced by Montessori principles, TCS values the skills highlighted by the Partnership for 21st Century Skills (P-21): Communication, Collaboration, Critical Thinking, and Creativity.

COMMUNICATION

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

COLLABORATION

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

CRITICAL THINKING

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

CREATIVITY

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

2020-2021

WASC Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Academic Program

The Cottonwood School course of study blends Common Core, project-based learning, and 21st Century Skills with the philosophy of Montessori. Incorporating TCS values with the spiraling curriculum deepens understanding leading to student agency—where a student has a growth mindset to take charge of their own learning.

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

Community Meetings

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

Facilitator's Duties

- Prepare environment (moving chairs/tables to appropriate places)
- Leads the community
- Recognize and encourage participation
- Maintain the standards of the community meeting
- Dismiss group on time
- Arrange in advance for responsible substitute in case late or absent

Standards for community meetings

- Acknowledgment and sharing should be addressed to the entire community
- Only contribute to the meeting when called upon by the facilitator
- · Speak loudly enough for all participants to hear
- All comments should be inclusive of the community

Advisory

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

Collaboration/Garden/Personal-Reflection

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

Field Studies

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

Service Learning

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

Graduation Requirements

TCS Graduation Requirements	
English	40 credits
History/Social Science	
World History	10 Credits
US History	10 Credits
US Government	5 Credits
Economics	5 Credits
Mathematics (must include Algebra 1)	30 Credits
Laboratory Science	
Biology	10 Credits
Chemistry	10 Credits
Physics	10 Credits
Visual and Performing Arts	10 Credits
Language Other Than English	20 Credits
College Preparatory Electives	70 Credits
Total Credits Required	230 Credits

By Graduation, All Students Will

Plan and participate in one field study a year

Attempt an independent Design Thinking venture

Give multiple presentations including performances to the community

Plan and participate in service learning each year

Mastery Learning: Grading Scale and Rubric

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

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

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

Grades

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

Student-Led Conferences

To build agency, students are asked to lead conferences with their advisor and parents/guardians to evaluate their progress in Communication, Collaboration, Critical Thinking and Creativity.

Social Guidelines

Integrity, Respect and Responsibility

We have the confidence that all students will interact with others respectfully and with grace. If needed, students are supported by redirection towards making the necessary changes in their behavior.

The Cottonwood School has the following social guidelines

- 1. Spreading negative information regarding any member of the TCS community is unacceptable. If there is any way that the information can be construed as negative, harmful, or abusive the sender(s) of that information will be viewed as contributing to an unsafe school community.
- 2. Students are expected to conduct themselves outside of school with respect toward any member of the TCS community with the same guidelines that exist when in school.
- 3. Students are not allowed to take pictures, audio or video of any member of the TCS community without permission.
- 4. The TCS community shares the responsibility of keeping the environment orderly, clean, and operational.

Students contributing to an unsafe school community will be subject to consequences.

Behavior Consequences

TCS adheres to the CA Education Code regarding grounds for suspension and expulsion.

Dress Code

To promote unity, excellence and pride the TCS community will dress for success.

- 1. Students can wear tank tops as long as undergarments and/or private areas are not exposed.
- 2. Shorts, dresses and skirts must be length that ensures undergarments and/or private areas are not exposed.
- 3. Students cannot wear clothing that displays or insinuates weapons, drugs, alcohol, tobacco, nudity, or gang affiliation.

Teachers may have other requirements for presentations and field trips.

Driving and Parking

Both parking on campus and on the street is shared with multiple businesses in the immediate area. In serving our communities, we acknowledge a commitment to maintain a good relationship with our neighbors and to honor their need for parking space. There is no student parking on campus nor on the street surrounding the school at this time.

TCS Site-based High School

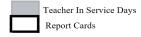
School Calendar

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	THE COTTONWOOD SCHOOL
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 1	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

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School Closed





School Policies and Annual Notices

Attendance and Tardy Policy

Consistent attendance is imperative for success at The Cottonwood School. Students who attend class have greater opportunity to succeed. This includes attendance on campus, participation of field studies and internships/other academic endeavors. A student can expect their grades to be impacted by attendance. In addition, excessive/constant tardies or absences may lead to a family conference, more extensive campus restriction, including participation in activities beyond TCS campus.

Clearing Absences

Phone: 530.285.2578

Every attempt should be made to contact TCS on the date of the absence.

Community meetings, advisory and collaboration time while not graded, are equally important school programs and are vital to The Cottonwood School education; therefore, like academic classes are expected to attend and fully participate.

Late Arrival/Leaving Early

Students who arrive to school late or leave early need to check in and out of the office. Parent/guardian permission is required and an approved parent/guardian must sign out the student, send a signed note or call 530.285.2578 to excuse their student during school hours.

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event

to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL IN Flyer EnrollGetCareRenew CC.pdf

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Diabetes

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

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

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- 1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
- 2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- 3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
- 4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- 5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Board of Directors designates the following staff person as the Liaison for Foster and Mobile Youth:

Jodiann Beeson 7006 Rossmore Lane El Dorado Hills, CA 95762 Phone: (530) 285-2578

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

- 1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
- 2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least

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restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

- 1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
- 2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in

attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

- 1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- 2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- 3. Provide information to the student about transfer opportunities available through the California Community Colleges.
- 4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the

University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

- 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- 3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
- 4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Board of Directors designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Jodiann Beeson 7006 Rossmore Lane El Dorado Hills, CA 95762 Phone: (530) 285-2578

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

- 1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
- 2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
- 3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- 4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- 5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths,

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including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

- 6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
- 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- 8. Charter School personnel providing services receive professional development and other support.
- 9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- 10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional

graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

- 1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- 2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- 3. Provide information to the student about transfer opportunities available through the California Community Colleges.
- 4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Free and Reduced-Price Meals

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day. For the Charter School's non-classroom based program, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request and at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses
	NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7 th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses
	NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through 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. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- <u>Special education services</u> if you believe your child may have a disability, you are encouraged to directly contact Jodiann Beeson at (530) 285-2578 to request an evaluation.
- <u>Prescription medication while on campus</u> if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact a Jodiann Beeson at (530) 285-2578.

Available in the Community:

- El Dorado County Behavioral Health- Psychiatric Emergency Services and Hotline provides 24/7 access to crisis staff. (530) 622-3345
- El Dorado County Behavioral Health- (916) 358-3555 x6290 https://www.edcgov.us/Government/MentalHealth
- NAMI El Dorado County- (530) 306-4101 https://namieldoradocounty.org/

Available Nationally:

- National Suicide Prevention Hotline This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- National Crisis Text Line -Text "Hello" to 741741
- The Trevor Project This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Cindy Garcia 7006 Rossmore Lane El Dorado Hills, CA 95762 Phone: (530) 285-2578

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Cindy Garcia 7006 Rossmore Lane El Dorado Hills, CA 95762 Phone: (530) 285-2578

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education / Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the The El Dorado County Special Education Local Plan Area (SELPA) These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Jodiann Beeson (530) 285-2578

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigrationenforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

- 1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- 2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
- 3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- 6. Accrediting organizations in order to carry out their accrediting functions;
- 7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- 8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

- 9. Persons who need to know in cases of health and safety emergencies;
- 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
- 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
- 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

- 1. Student's name
- 2. Student's address
- 3. Parent's/guardian's address
- 4. Telephone listing
- 5. Student's electronic mail address
- 6. Parent's/guardian's electronic mail address
- 7. Photograph and video
- 8. Date and place of birth
- 9. Dates of attendance
- 10. Grade level
- 11. Participation in officially recognized activities and sports
- 12. Weight and height of members of athletic teams
- 13. Degrees, honors, and awards received
- 14. The most recent educational agency or institution attended
- 15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal at: Jodiann Beeson (530) 285-2578. A copy of the complete Policy is available upon request at the main office.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Uniform Complaint Procedure ("UCP")

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

- 1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- 2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training:
 - Child Care and Development Programs;
 - · Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.
- 3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of

noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints must be filed in writing with the following Compliance Officer:

Cindy Garcia Executive Director 7006 Rossmore Ln. El Dorado Hills, Ca (530) 285-2578

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

- 1. Charter School failed to follow its complaint procedures.
- 2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

- 3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
- 4. The legal conclusion in Charter School's Decision is inconsistent with the law.
- 5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Cottonwood School (or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Cottonwood School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom The Cottonwood School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Cottonwood School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Cottonwood School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Cindy Garcia 7006 Rossmore Lane, El Dorado Hills, CA 95762 Email – Cindy.garcia@cottonwood.school Phone Number – (530) 285-2578

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by The Cottonwood School.

The Cottonwood School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
- 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- 3. Causing a reasonable student to experience a substantial interference with his or her academic performance.

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Cottonwood School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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:

- 1. A message, text, sound, video, or image.
- 2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," 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.
- 3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "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.
- 4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in The Cottonwood School's education program or activity or signed by the Coordinator alleging sexual harassment against a

respondent and requesting that The Cottonwood School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The Cottonwood School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The Cottonwood School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The Cottonwood School informs Charter School employees, students, and parents/guardians of The Cottonwood School's policies regarding the use of technology in and out of the classroom. The Cottonwood School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The Cottonwood School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The Cottonwood School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at The Cottonwood School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The Cottonwood School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop

confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The Cottonwood School informs The Cottonwood School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The Cottonwood School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other The Cottonwood School employees who have regular interaction with students.

The Cottonwood School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

The Cottonwood School also informs certificated employees about the groups of students determined by The Cottonwood School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The Cottonwood School encourages its employees to demonstrate effective problemsolving, anger management, and self-confidence skills for The Cottonwood School's students.

Grievance Procedures

1. Scope of Grievance Procedures

The Cottonwood School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed; unless the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the School will assist the complainant in the filing of the complaint.
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to The Cottonwood School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, The Cottonwood School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Cindy Garcia
7006 Rossmore Lane, El Dorado Hills, CA 95762
Email – Cindy.garcia@cottonwood.school
Phone Number – (530)285-2578

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The Cottonwood School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family

member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Cottonwood School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Cottonwood School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to The Cottonwood School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or The Cottonwood School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Cottonwood School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of The Cottonwood School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The Cottonwood School, the Coordinator (or administrative designee) will promptly initiate an investigation. If a complaint is against the Coordinator, that complaint must be investigated/resolved by another administrator who holds a position above the Coordinator or by a member of the Board. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in this description, notice of the additional allegations will be given to the parties whose identities are known;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that The Cottonwood School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

- The Cottonwood School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with The Cottonwood School's policies.
- The Cottonwood School may remove a respondent from The Cottonwood School's education program or activity on an emergency basis, in accordance with The Cottonwood School's policies, provided that The Cottonwood School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent

- with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

- o If a formal complaint of sexual harassment is filed, The Cottonwood School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If The Cottonwood School offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- The Cottonwood School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

• Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. The Cottonwood School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, The Cottonwood School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a

- written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

<u>Dismissal of a Formal Complaint of Sexual Harassment</u>

- o If the investigation reveals that the alleged harassment did not occur in The Cottonwood School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable The Cottonwood School policy.
- The Cottonwood School may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator:
 - The respondent is no longer employed or enrolled at The Cottonwood School; or
 - The specific circumstances prevent The Cottonwood School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, The Cottonwood School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

• Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- The Cottonwood School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of The Cottonwood School's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from The Cottonwood School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by The Cottonwood School in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find The Cottonwood School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of The Cottonwood School's decision or resolution, submit a written appeal to the President of The Cottonwood School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and The Cottonwood School will implement appeal procedures equally for both parties.
- The Cottonwood School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity
 to submit a written statement in support of, or challenging, the outcome; issue a written
 decision describing the result of the appeal and the rationale for the result; and provide
 the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The Cottonwood School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Suspension & Expulsion Policy

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

Consistent with this Policy, 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, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of 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 annually as part of the school's parent, student and teacher handbooks and will clearly describe discipline expectations regarding school rules, attendance, substance abuse, violence, safety, and dress code. Each family will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year.

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, quardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- I) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or

for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- 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.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - lii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

- described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and the student's parent/guardian 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 pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. 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.

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

E. Expulsion Procedures

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

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

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

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

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

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

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the

expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and the student's 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.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

Parents/guardians of 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.

N. 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 pupil may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

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

P. Notice to Teachers

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

Q. Involuntary Removal for Missed Assignments

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

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

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

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Suicide Prevention Policy

The Purpose—

The Board of Directors of The Cottonwood High School ("TCS," "School," or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. TCS:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation
- Further recognizes that suicide is a leading cause of death among young people
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- Acknowledges the Charter School's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components

In compliance with Education Code section 215, this policy has been developed in consultation with TCS and community stakeholders, TCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating TCS's strategies for suicide prevention and intervention. TCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

Scope—

This policy covers actions that take place in the Charter School, on Charter School property, at Charter School-sponsored functions and activities, on Charter School buses or vehicles and at bus stops, and at Charter School-sponsored out-of-school events where Charter School staff are present. This policy applies to the entire School community, including educators, Charter School staff, students, parents/quardians, and volunteers.

Definitions—

• At-Risk: Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the School. 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 of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or 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. The type of referral, and its level of urgency, shall be determined by the student's level of risk according to the School policy.
- Crisis Team: A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis Team members includes principal and teachers and support staff. These professionals have been specifically trained in areas of crisis preparedness and take a 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. Crisis team members who are mental health professionals may provide crisis intervention and services.
- Mental Health: A state of mental, emotional, and cognitive health that can impact
 perceptions, choices and actions affecting wellness and functioning. Mental health
 conditions include depression, anxiety disorders, post-traumatic stress disorder
 ("PTSD"), and substance use disorders. Mental health can be impacted by the home and
 social environment, early childhood adversity or trauma, physical health, and genes.
- Risk Assessment: An evaluation of a student who may be at-risk for suicide, conducted
 by the appropriate designated School staff. 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 attempt to take their life. Suicide risk is most often the result of multiple risk
 factors converging at a moment in time. Risk factors may encompass biological,
 psychological, and/or social factors in the individual, family, and environment. The
 likelihood of an attempt is highest when factors are present or escalating, when
 protective factors and healthy coping techniques have diminished, and when the
 individual has access to lethal means.
- Self-Harm: Behavior that is self-directed and deliberately results in injury or the potential
 for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although
 non-suicidal self-injury ("NSSI") lacks suicidal intent, youth who engage in any type of
 self-harm should receive mental health care. Treatment can improve coping strategies to
 lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.
- Suicide: Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.
- Suicide Attempt: A self-injurious behavior for which there is evidence that the person had
 at least some intent to die. A suicide attempt may result in death, injuries, or no injuries.
 A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common
 experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator
 of the seriousness or level of danger of a suicide attempt or the person's overall risk.
- Suicidal Behavior: Suicide attempts, injury to oneself 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.

- Suicidal Ideation: Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.
- Suicide Contagion: The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.
- Postvention: Suicide postvention is a crisis intervention strategy designed to assist with
 the grief process following suicide loss. This strategy, when used appropriately, reduces
 the risk of suicide contagion, provides the support needed to help survivors cope with a
 suicide death, addresses the social stigma associated with suicide, and disseminates
 factual information after the death of a member of the school community. Often a
 community or school's healthy postvention effort can lead to readiness to engage further
 with suicide prevention efforts and save lives.

Intervention-

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal — i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by TCS's trained administrator within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the administrator. If there is no mental health professional available at that given time, a designated staff member shall address the situation according to Charter School protocol until a mental health professional is brought in.

Students shall be encouraged to notify a teacher, the Principal, another TCS administrator, psychologist, TCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. TCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

For At-Risk Youth

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete
- The Principal shall be made aware of the situation as soon as reasonably possible
- The Principal shall contact the student's the parent/guardian and/or appropriate support agent or agency
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly lifethreatening situations, the school may be required to contact emergency services, or

arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian

• If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law

When School Personnel Need to Engage Law Enforcement

The Charter School's crisis response plan shall address situations when School personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), School staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP," to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification

The Principal shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the Principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

When there is an attempt on campus

When a 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.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

- 1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

Re-Entry Procedure—

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, the Principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the Principal of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

- 1. The Principal shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The Principal shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
- 2. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
- 3. The Principal shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
- 4. The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The Principal shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

After a Suicide Death

Development and Implementation of a Crisis Response Plan

The crisis response team, led the trained administrator, shall develop a crisis response plan to guide Charter School response following a death by suicide. This plan may be applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. Ideally, this plan shall be developed long before it is needed. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

Action Plan Steps:

- Step 1: Get the facts.
- Step 2: Assess the situation
- Step 3: Share the information with staff
- Step 4: Avoid suicide contagion
- Step 5: Initiate support services
- Step 6: Develop memorial plans

Step 7: Prevention by reviewing/revising existing policiesA death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- 1. Coordinate with the Principal to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- 2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
- 3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).

- 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
- 5. Identify students affected by suicide death but not at risk of imitative behavior.
- 6. Communicate with the larger school community about the suicide death.
- 7. Consider funeral arrangements for family and school community.
- 8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
- 9. Identify media spokesperson if needed.
- 10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Risk Factors and Preventive Factors

Risk 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.

Preventive Factors

Preventive 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

At Risk Populations

TCS is 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 posttraumatic 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.

Prevention Policies Implementation

TCS designates the following administrators to act as the primary and secondary suicide prevention coordinators:

- 1. Principal
- 2. Trained Certificated Staff Member

The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the School.

The TCS 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's primary suicide prevention coordinator. If this primary suicide prevention coordinator is unavailable, the staff shall promptly notify the secondary 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 suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. The factors associated with suicide (risk factors, warning signs, protective factors).
- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the School guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- I. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

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 core components of suicide prevention, including:

How to talk with a student about thoughts of suicide.

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
- Information regarding groups of students at elevated risk for suicide, including those
 living with mental and/or substance use disorders, those who engage in suicidal
 ideation, self-harm or have attempted suicide, those in out-of-home settings (such as
 foster care), those experiencing homelessness, American Indian/Alaska Native student,
 LGBTQ students, students bereaved by suicide, and those with medical conditions or
 certain types of disabilities.

Materials approved by the Charter School for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

Employees of TCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, TCS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with TCS and is characterized by caring staff and harmonious interrelationships among students.

The School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

The School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and

discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- 1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- 2. Receive developmentally appropriate guidance regarding TCS's suicide prevention, intervention, and referral procedures.

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

The School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Identification and Intervention

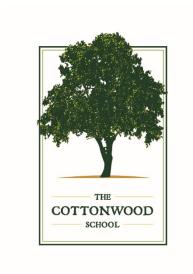
Early identification and intervention are critical to preventing suicidal behavior. When a member of school staff becomes aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. 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 can assume responsibility.

References

American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists & The Trevor Project (2019). Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources (2nd ed.). New York: American Foundation for Suicide Prevention

Technology Use Agreement

Students and parents/guardians are responsible to read and sign the terms of the Internet/Network/Technology Equipment Acceptable Use Policy. The Acceptable Use Policy must be signed prior to being allowed access to TCS technology.



The TCS faculty looks forward to the upcoming year. We believe all students have the ability to learn, utilizing various learning modalities, and achieve their academic and personal goals through relevant experiences. We value each student's cultural and personal values, and strive to engage students in practical and relevant real-life learning—inside and outside the classroom—locally and globally.

The Cottonwood School ACCEPTABLE USE AGREEMENT (AUA) NETWORK AND COMPUTER RELATED RESOURCES

Each student who is authorized to use school technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement. The guardian/parent must sign when the user is under 18 years of age. The school authorizes students to use technology owned or otherwise provided by the school as necessary for instructional purposes. The use of school technology is a privilege permitted at the school's discretion and is subject to the conditions and restrictions set forth in applicable school administrative regulations, and this Acceptable Use Agreement. The school reserves the right to suspend access at any time, without notice, for any reason. The school expects all students to use school technology responsibly and appropriately consistent with school policies and regulations, California Education Code, and other local, state and federal laws and regulations governing the applicable matter in order to avoid potential problems and liability.

The school shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Definitions

School technology includes, but is not limited to, computers, the school's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through school-owned or personally owned equipment or devices.

Student Obligations and Responsibilities

The school's network/computer system ("school system") is shared and available to all registered users. The school system may not be used in a way as to disrupt or interfere with its use by others. Students are expected to use school technology safely, responsibly, and for educational purposes only.

Student users will ONLY use authorized accounts they have been personally issued. The student in whose name school technology is issued is responsible for its proper use at all times. All student users must keep their account passwords confidential. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

The School advises students:

- 1. To never share passwords, personal data, or private photos online.
- 2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- 3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- 4. To consider how it would feel receiving such comments before making comments about others online.

Students are prohibited from using school technology for improper purposes, including, but not limited to, use of school technology to:

- 1. Access, post, submit, publish, display, or otherwise use harmful or inappropriate material that is discriminatory, libelous, defamatory, obscene, sexually explicit, disruptive, harassing, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, gender identify, gender expression, sexual orientation, age, disability, religion, or political beliefs
- 2. Bully/cyberbully, harass, intimidate, or threaten other students, staff, or other individuals
- 3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of yourself, or another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
- 4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
- 5. Intentionally disrupt or harm school technology or other school operations (such as destroying school equipment, placing a virus on school computers, adding or removing a computer program without permission from a teacher or other school personnel, changing settings on shared computers)
- 6. "Hack" into the school system to manipulate data of the school or other users
- 7. Steal services, including connection of unauthorized network/computer equipment to the system
- 8. Install non-approved software/programs, and/or the download and install software/programs on school computers and/or network communication systems
- 9. Use school technology to communicate unlawful information or to transmit computer viruses.
- 10. Use of the school system for anonymous access or communication of information
- 11. To send "junk", "mass", or "spam" email
- 12. Engage in other conduct deemed objectionable by The Cottonwood School
- 13. Engage in or promote any practice that is unethical or violates any classroom rules, school conduct code, or any law administrative regulation, or school practice, including any communication advocating, encouraging or supporting illegal activities.
- 14. Access, delete, move, or alter anyone else's files and/or data.
- 15. Communicate using inappropriate language, including swearing and use of vulgarities.

Privacy

Since the use of school technology is intended for educational purposes, students shall not have any expectation of privacy in any use of school technology.

The school reserves the right to monitor and record all use of school technology, including, but not limited to, computer files, access to the Internet or social media, email, text messages, instant messaging, and other electronic communications sent or received from school technology, or through the use of school technology. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of school technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any school technology are the sole property of the school. The creation or use of a password by a student on school technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access school technology, he/she shall abide by all applicable administrative regulations, and this Acceptable Use Agreement. Access to school technology from personal technology is limited to wireless access points on the school campuses. Access to the school technology from personal technology is not available via hardwire connections. The school assumes no liability for personally owned devices, including computers and smart phones, if such devices are damaged, lost, or stolen. The student and parent/guardian, shall indemnify and hold the school harmless from any losses sustained as the result of use or misuse of the school's technology by the student, and/or the loss or damage of personally owned devices.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of school technology, he/she shall immediately report such information to the teacher or other school personnel.

Consequences for Violation

Violations of the law and regulations governing the use of school technology, or this Acceptable Use Agreement may result in revocation of a student's access to school technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law or this Acceptable Use Agreement may be reported to law enforcement agencies as appropriate.

■The Cottonwood School Acceptable Use Agreement

Student Expectations

I have read, understand and will follow this Acceptable use Agreement. If I break this agreement, the consequence could include suspension of computer privileges and/or disciplinary action. I also understand the school network, email accounts are owned by The Cottonwood School and has the right to access any of the information used through the mediums provided through the school at any time.

Student Name (please print)	Students Signature	Date
Parent/Guardian Acceptable Use S	ignature	
herefore, creating more opportunities of this student, I have read The Cotto hat technology is provided for the ed The Cottonwood School. I recognize controversial materials, and I will not	nwood School Acceptable Use Agre ucational purposes in keeping with tl it is impossible for the school to resti	ement. I understand he academic goals of rict access to all
he school network.		

Medication Permission Form

2020-2021 School year

Dear Parent:

If your student needs prescription or over the counter medication administered during school hours, we require that this form be completed and returned to the office. TCS staff will not be able to administer any prescription or over the counter medication without a completed form signed by a parent and a doctor. STUDENTS ARE NOT TO CARRY ANY MEDICATION FOR SELF-ADMINISTRATION except for asthmatics who use inhalant bronchodilators or allergy to nuts requiring an Epi-pen (for which a copy of this form completed by parent and physician must be on file in the office.) MEDICATION MUST BE DELIVERED TO THE SCHOOL AND TAKEN HOME BY A PARENT OR GUARDIAN ONLY.

Student Name	Gr	ade	Date
			hone Number
	TO BE COMPLETED BY TH	E PHYSICIAI	N .
(Prescription and ove	er-the-counter)		
Patient		Diagno	sis
Medication	Dos	se	Frequency
From	Through		Possible Side Effects
Initiation Date	Endir	ng Date	
If P R N signs and s	ymptoms for administering med	dication	

<u>Important:</u> Prescription medication must be in a PRESCRIPTION BOTTLE with a proper pharmacist's label attached. The label should list the student's name, medication and physician's name. Over the counter medication is to be labeled with the student's name.

M.D.Signature**/***STAMP

Cover Sheet

Process to Access Additional Student Planning Amounts

Section: IV. Academic Excellence

Item: C. Process to Access Additional Student Planning Amounts

Purpose: Vote

Submitted by:

Related Material: Access to Additional Planning Amounts- Cottonwood.pdf



Process to Access Additional Student Planning Amounts

This year we and the students and families we serve, are facing increased financial restrictions among other obstacles and stressors. It is our goal to provide the most flexibility and also the most fiscally sound and situationally appropriate academic and related supports for all of our students. With the reduction of this year's Instructional Planning Amounts (funds), the discontinuance of sibling funds transfers, and the freezing of rollover funds, we recognize that some student accounts will not suffice to meet their needs for this school year. We are primarily concerned with bridging funding gaps to ensure that every student has access to the core curriculum, classes, and technology necessary to implement their individualized educational goals and plans. In order to facilitate this, we will use a simple, responsive approach that works within our already established processes and procedures. We have already been able to implement these strategies and will continue to develop our approach as needs arise.

General scenarios:

1. Curriculum and classes ordered in the EOS. Usually these require a relatively small amount of "advance" on December funds (under \$150 for example).

Solution - HST use notes. Order goes to SA approval

When a family places an order that will put their account "in the red" the HST must add documentation to the "Notes" section of the order when approving. The more documentation and explanation, the better. The HST approves the order and it is flagged and sent to SA approval. All orders that put an account in the red are sent to SA approval for review and approval by the HSTs Regional Coordinator (RC). If it is determined that the rationale is sound and necessary, RC approves the order in the EOS, and the order is processed. The account will reconcile when the December funds drop. In this scenario, additional funds are not provided, simply and advance in access to second semester planning amounts. It is the responsibility of the HST to communicate to the family this process and effect on student planning amounts reflected in the EOS.

2. High School students whose chosen curriculum exceeds the total amount allowed - Orders in COS (Curriculum ordering System - Strong Mind for example).

If a high school student's curriculum needs exceed the total amount allowed per semester or for the entire school year, for courses listed on the Master Agreement, then we may allow for additional funding. This request must be within the range of what the previous planning amount was for HS students (\$2,800). So the request might be for up to an additional \$300 for this academic year. If the order is in the EOS, HST will use "notes" as in the above scenario. If it is COS order, then the HST should order the classes and email their RC and Amy Frydenlund to request the extension of additional funds. Assistant Director, Amy Frydenlund, can send the email to ICS processors authorizing the order.

Process to Access Additional Student
(Executive Directors, and other administrators authorized as Principal/Executive Director

Designees can also approve these requests nning Amounts

3. Families with extenuating circumstances –

Students who may need access not only the December drops early, but also to the previous years' funding amount. We know that we have families who have been and may continue to be significantly impacted by recent fires, illness, or other extenuating hardship. Some victims of the Butte and recent fires, especially those who literally lost everything, for example, had additional funding amounts available in their student accounts in order to address their urgent and ongoing educational needs and resource deficits. We want to address this with extreme sensitivity while providing what is needed for students to thrive and the home teacher/learning coach to support their students well. In these circumstances the HST should reach out their RC and Amy Frydenlund to evaluate the extent of the need. The best practice here is to monitor these accounts closely, and to ensure the students are able to access all necessary curriculum and supports.

In Process:

We have another process that needs to be put in place and the goal is to have it ready by mid-September. Our plan is to survey our families to ascertain what their greatest needs and concerns are regarding funding. We will have a survey (internal only) for HST to complete on behalf of student(s) requiring access to additional planning amounts. In the meantime HSTs can contact their RC and Amy Frydenlund directly to assist with any urgent needs.

The bottom line is that the administrative team continues to maintain oversight and the ability to override our systems when warranted and if the school has available funds.

Cover Sheet

EL Master Plan 2020-2021

Section: IV. Academic Excellence
Item: D. EL Master Plan 2020-2021

Purpose: Vote

Submitted by:

Related Material: Cottonwood v.2 Charter School EL Master Plan_Updated Aug 2020.pdf

BACKGROUND:

Every year, each school is required to provide an annual update to its plan to serve English Language Learners. The goal of the plan is to help students learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results. This plan describes how we identify, serve, and support students who initially enroll in our school with limited proficiency in the English language. English Learner (EL) programs will be fully implemented. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education. English Learners will master the English language as efficiently and effectively as possible. English Learners will achieve academic success comparable to English Only (EO) students. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school plans, such as WASC self study and LCAP.

ENGLISH LEARNER MASTER PLAN 2020-2021

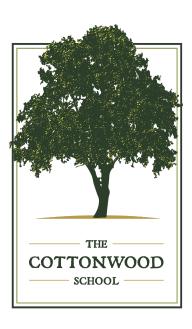




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Master Plan for Services to English Learners



2020-2021

Cottonwood Charter School aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

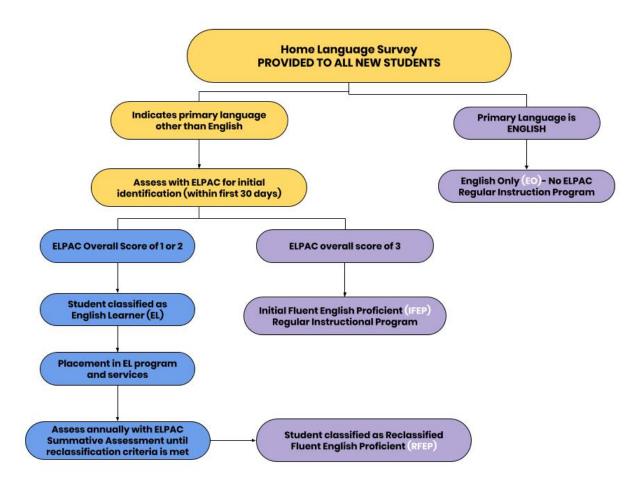
This plan describes how we identify, serve, and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth six goals for this work:

- 1. English Learner (EL) programs will be fully implemented.
- 2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
- 3. English Learners will master the English language as efficiently and effectively as possible.
- 4. English Learners will achieve academic success comparable to English Only (EO) students.
- 5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
- 6. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing the academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school plans, such as WASC self-study and LCAP.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders





Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Cottonwood Charter School and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to



the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment					
Initial ELPAC	Within 30 days of enrollment: pending possible extension from the state.	July 1-May 30			
Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1					
Summative ELPAC	Given to current EL students	Feb 1- May 30			

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language



proficiency level must be assessed and given the results (pending an extension from the state) within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

School staff calculates a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded by the El Coordinator for official scoring. These official results override the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

The School will annually assess the ELP and academic progress of each English learner. The School shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations, in accordance with the student's individualized education plan (IEP) or Section 504 plan. When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student.

When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the student shall be assessed as specified in the student's IEP.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

Level Description



Initial Fluent English Proficient

[IFEP]

Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards*, *Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

Intermediate English Learner

Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.

Novice English Learner

Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.



IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students- the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive an official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

English Language Mainstream (ELM)—A classroom setting for English learners who
have acquired reasonable fluency in English, as defined by the school district. In
addition to ELD instruction, English learners continue to receive additional and
appropriate educational services in order to recoup any academic deficits that may have
been incurred in other areas of the core curriculum as a result of language barriers.



- Core Instruction in English
- **Daily Leveled ELD** for 30 60 minutes based on the student need and level independently at home through BrainPop ELL program with teacher monitoring progress.
- **SDAIE** strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or during online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate programs regularly.
- Designated ELD Direct Instruction Classes—via a virtual online platform.
- BrainPop ELL- brings English language learning to life in the classroom. To help make
 the most of this product, students explore this rich collection of support resources, from
 ELL-specific graphic organizers and action images to learning strategies, lesson plans,
 vocabulary activities, and more. Proficiency-based English language learning program
 appropriate for all ages, at no cost to students.
- In addition, any other school-provided online programs.

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for "Probably English Proficient" in the ELPAC Scoring Guide. They include:

- 1. Student's overall proficiency level is Early Advanced or higher, and
- 2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in a variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

AT RISK EL STUDENTS & LTEL's (Long Term English Learners)

Cottonwood will annually run a list of the at risk ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:



- * Automatic access to BrainPop ELL
- *Virtual Reading Comprehension virtual classes offered by qualified instructors
- *Reading Horizons option
- *ELD Support Class option
- *School's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

STAFFING

Per state and federal law all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion, passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization, or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Cottonwood will:

- Ensure appropriate assignments of teachers for English Learners
- Recruit qualified EL certified teachers through position postings
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide opportunities for teachers who do not hold appropriate certification to enroll in training

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Cottonwood Charter School is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and school procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.



The professional development offered will be designed to improve the instruction and assessment of ELs; designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge and teaching skills as demonstrated through classroom observation.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the Initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

- 1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
- 2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
- 3. HST and family review the examples of possible evidence for the student's grade span.
- 4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
- 5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, the EL Coordinator.

RECLASSIFICATION

Cottonwood Charter School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.



Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments, and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

Cottonwood Charter School's Director of ELD, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon the release of ELPAC scores by the state.

Per the California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score Student must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), with no more than one subscore of 2.
- 2) Teacher Evaluation Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
- 4) English Language Proficiency EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the AR STAR Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.
- 5) Math Proficiency- EL students should be performing at or above grade level in math. The student should perform at standard nearly met on SBAC math and/or have a Min. Math score for STAR 360 that is provided in the chart, per grade level.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a



1st	n/a	71	n/a	240
2 nd	n/a	182	n/a	396
3 rd	Standard nearly met	323	Standard nearly met	482
4 th	Standard nearly met	424	Standard nearly met	567
5 th	Standard nearly met	525	Standard nearly met	634
6 th	Standard nearly met	626	Standard nearly met	699
7 th	Standard nearly met	713	Standard nearly met	736
8 th	Standard nearly met	847	Standard nearly met	767
9 th	n/a	925	n/a	780
10 th	n/a	981	n/a	782
11 th	Standard nearly met	1026	Standard nearly met	803
12 th	n/a	1141	n/a	817

Process

- 1. The ELD coordinator will complete the Reclassification Form for students who meet the first criteria. (Appendix 2).
- 2. The form will then be sent to the teacher for further input and completion of grades, test scores, etc.
- 3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the Director of ELD and/or teacher, and their child. See Appendix 3
- 4. At this point, if everyone is in agreement, the student is then redesigned RFEP.
- 5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process are the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case



carrier, or teacher to initiate contact with the Director of ELD to consider the alternative reclassification criteria and form. The IEP team, to include the parent and the Director of ELD, will discuss and complete the form. If the student is found to meet these criteria, he/she will then be reclassified to RFEP and four-year monitoring will commence, as with all other RFEP students. See Appendix 4

RFEP Monitoring

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the Summative ELPAC, but there is a requirement for four years of continuous monitoring of that student.

Cottonwood Charter School will monitor RFEP's curriculum, interventions, and assessments quarterly. RFEPs will also have a formal yearly monitoring check each year over the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

Annual RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years	Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 5



INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date of Birth> Grade: <Tested Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as a <Calculated_ELAS> student.

Program Placement



If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL**), he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's homeschool teacher.



Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [<i>EC]</i> Section 313[f])	LEA Criteria Cottonwood Charter School EL Master Plan
English Language Proficiency Assessment	Overall Performance Level score of 4 (the statewide standardized ELP criterion) with no more than one subscore of 2 in the domains of reading, writing, listening, and speaking.
Teacher Evaluation	Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.



Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Cottonwood Charter School offers MTSS and other programs to help your student with their English fluency and academic achievement goals through a multi-tiered system of supports (MTSS).

Response to Instruction and Intervention through the Multi-Tiered System of Supports (MTSS)

The school will provide intervention for all students TK-12. The following descriptors provide an overview of specific interventions to support ELs. Intervention for Long Term ELs is the responsibility of the Home School Teachers as well as the entire intervention team.

Tier 1 intervention: Provided until proficiency goal is reached

• The general education teacher begins and/or provides Tier 1 level supports on a class/roster-wide basis. Additionally, the teacher ensures that the students are working in an evidence-based curriculum. To complement the evidence-based curriculum, parents and students have access to high quality, school created direct instruction video libraries. The video libraries meet the needs of academic intervention and success. Video libraries are also offered for speech production, stuttering (fluency), and spoken language. These video libraries educate the parents/learning coach on developmental milestones. They also guide the parent/learning coach or HST specifically on how to support the student within the general education program with strategies they can start using immediately.

Tier 2 Intervention: Provided for students who have not yet reached proficiency through Tier 1 interventions

- Tier 1 plus online Interventions, as well as video libraries and direct instruction offered through Tier 2.
- Long Term ELs will continue to receive intensive intervention during direct virtual English Language Development instruction.
- Students receive direct virtual instruction.

Tier 3 Interventions: Provided for students who have not reached proficiency through Tier 2 strategies

- Tiers 1 and 2 Interventions, plus
- Direct Individual virtual instruction and intervention program
- Long Term ELs receive additional small group direct virtual or one-on-one assistance during the virtual intervention instruction.
- Long Term ELs receive additional intervention through an online program

Tier 4 Intervention: Provided for students who have not reached proficiency through previously administered intervention strategies

 Students who do not show progress after a designated time will be recommended to a Student Study Team with a possible recommendation for Special Education testing.

Additional Online Programs:

BrainPop
—BrainPOP ELL brings English language learning to life in the classroom. To help
make the most of this pr ELL is organized in three levels, corresponding to the beginning,
intermediate, and advanced. Each level consists of six units, and each unit includes five movies
with associated features. It is recommended that absolute beginners start with the first Level 1,



Unit 1 movie. product, explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more.

- Curriculum supplemental support—check with the student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
- 3. <u>MathSeeds/Mathletics</u>—It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes, and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories
- 4. **Reading Horizons**--When a student is more than 2-grade levels behind in ELA. This is also great support for EL students
- 5. <u>Learning Ally</u>—this program is an audiobook program that reads books to students so that they can hear what it should sound like, as it is read by an English fluent person.
- 6. Reading Eggs--instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.

Evidence Form



Initial ELPAC Correction: Correcting ELAS from EL to IFEP

HST Name:					
Student Name:					
SSID:	Scope:				
List of evidence attached:					
Reading	Writing				
Listening	Speaking				
Teacher Signature:	Date:				
Parent Signature:					
<u>Final Outcome:</u> Student ELAS will be	corrected to IFEP: Yes No				
EL Coordinator:	Date:				
Complete all information below and email alon	ng with evidence documentation to the EL Designe	e.			

English Language Learner



Reclassification Form

Student Name:			Grade:		
Teacher Name:			Date:		
1. <u>ELPAC S</u>	<u>cores</u>	2. English La <u>Acade</u>	anguage P emic Perfor		
Overall Score		Comparison Data	English	Mathematic	
Subscores: Reading		Grades/Progress Indicators			
Writing		SBAC Scores			
Listening		STAR360 Scores			
Speaking		Other			
3. <u>Teacher Evalua</u>	ation_				
4. Parent Opinion	<u>1</u>				
Ti I dione opinion					

Final Outcome: Student will be reclassified: Yes No



Teacher Signature:	El Coordinator:
Parent Signature:	Official RFP Date:
Parent Notific	ation Letter of Reclassification
Date:	
Dear Parent/Guardian of	
State and federal laws require all sch	nool districts in California to give a state assessment of

English proficiency each year to every student who is identified as an English Learner. The



assessment is called "English Language Proficiency Assessments for California (ELPAC)." The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year. Scores are in and based on your child's performance on this test, your child may be Reclassified as Fluent English Proficient (RFEP). In addition to the ELPAC scores, the criteria used to make this decision include:

- an evaluation of your child's academic performance by the teacher,
- your child's English proficiency as measured by Smarter Balance Assessment (SBAC), Star 360 and/or iReady assessment
- your opinion as the parent/guardian regarding your child's proficiency in English and readiness to be reclassified.

You are invited to contact me on the number below for a phone conference, so that we may discuss and decide on your child's readiness and overall qualification for reclassification. Questions regarding the ELPAC or your child's results may be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible. Together we can make decisions that are in the best interest of your child.

Sincerely,

Danielle Holaday English Learner Designee Cottonwood Charter School danielle.holaday@inspireschools.org

English Language Learner RFEP Monitoring Form

Student Name:	Grade:	Evaluation Inter Year 1 Year 2	val: Year 3 Year 4
Teacher Name:	Date:	RFEP Date:	



Academic Achievement			Was academic		
	English	Mathematics	performance satisfactory? Yes No		
Classroom Grades					
SBAC Scores			Are intervention		
STAR 360 Scores			strategies necessary? Yes		
Other			No		

Target Intervention (if required)				
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):		
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):		
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):		

Additional Comments/Information			
Teacher Signature	Date	Parent Signature	Date
EL Coordinator or Designee	Date	_	



Reclassification Form For English Learners with Disabilities

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability	



1. Indicate which assessment the student took: ELPAC Alternate Version				
2. ELPAC So	<u>cores</u>	3. English Langı	uage Proficiei <u>Performance</u>	
Overall Score		Comparison Data	English	Mathematic
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		STAR360 Scores		
Speaking		Other		
 5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes No 6. If so, in which domains? Reading Writing Listening Speaking Provide an explanation below by using the following criteria to help determine if factors other than English Language Proficiency are responsible for limited achievement on the ELPAC and/or ELA: Student's performance is commensurate with the student's ability, due to the student's learning disability. Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners. Student's errors are indicative of the student's disability versus a language barrier. Other/also: 				
7. Was an English proficiency goal written into the student's IEP? Yes No				
8. Did the student meet the English proficiency goal?			No	_



 Is it the belief of the IEP/reclassificati the student has reached an appropria English proficiency and should be re 	ate level of
10. Teacher Evaluation	
11. Parent Opinion	
Final Outcome: Student will be reclassified:	Yes No
Teacher Signature:	EL Coordinator
Parent Signature:	Official RFEP Date:
Case Carrier:	IEP Team Member:
IEP Team Member:	IEP Team Member:



Cover Sheet

English Language Development Process

Section: IV. Academic Excellence

Item: E. English Language Development Process

Purpose: Vote

Submitted by:

Related Material: English Language Development Process - Cottonwood V1.pdf



English Language Development Process

The Cottonwood School is committed to providing English Language Development. English Language Development (ELD) is considered by the CDE to be core instruction for Multilingual students and not an elective, intervention, or an instructional service. According to <u>Title V California Code of Regulations</u> 11300 (a), the Charter School must comply with offering Designated English Language Development. "Designated English Language Development" means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist Multilingual students in developing critical English language skills necessary for academic content learning in English.

It has been determined that 30 minutes a day can be sufficient to provide instruction to ensure that English learners are meeting their language and academic goals. The 30 minutes should include daily specific vocabulary building - both academic and social language. Students should also be practicing speaking and reading every day. This can be done with online programs that include interactive activities and videos and/or textbook and workbook activities. See our available <u>ELD</u> resources here.

HSTs will work with parents to provide documentation that demonstrates that the requirement is being fulfilled. Failure to comply with the guidelines set forth will result in steps towards non-compliance for the student.

EL Requirement Process

- Students will log a minimum of 30 minutes of ELD time per day
 - o <u>An English Language Development Log</u> will be provided by the EL Department with options listed to satisfy the requirement.
- HST collects log filled out by parent each LP
- HST will upload EL learning log for each LP requiring an upload
- HST fills out an ELD participation <u>sheet</u> to confirm the 30 minute daily requirement for each LP.

Support Actions

- <u>1st Action:</u> If the student has completed less than 60% of the required time, then the parent/guardian receives a 1st notification email to schedule a meeting from the EL Designee.
 - o HST, EL Designee, and family meet to discuss student non-participation concerns. Learning objectives and state requirements are reviewed with student and parents.
 - EL Designee sends ELD Success Plan to HST and family that includes a scheduled

follow-up meeting

- **2nd Action:** If the student has completed less than 60% of the required time, then they receive the 2nd notification email to schedule a meeting from the EL Designee.
 - HST, EL Designee, EL Coordinator and family meet to discuss student nonparticipation concerns. Learning objectives and state requirements are reviewed with student and parents
 - EL Designee sends ELD Success Plan to HST and family that includes a scheduled follow-up meeting
- <u>3rd Action</u>: If the student has completed less than 60% of the required time, then they receive the 3rd notification email to schedule a meeting from the EL Designee.
 - HST, EL Designee, EL Coordinator, School Administrator, and family meet to discuss student non-participation concerns. Learning objectives and state requirements are reviewed with student and parents
- EL Designee sends ELD Success Plan to HST and family that includes a scheduled followup meeting

Cover Sheet

Leave of Absence Policy

Section: V. Operations

Item: A. Leave of Absence Policy

Purpose: Vote

Submitted by:

Related Material: Leave of Absence Policies - Cottonwood.pdf



Leave of Absence Policy

HOLIDAYS, VACATIONS AND LEAVES

Holidays

The TCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time administrative and classified employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time classified employees shall accrue ten (10) days of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment

contract. Employees working on part-time basis (less than full-time) and teachers/program specialists shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two (2) weeks of August unless specifically authorized by the Executive Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of twenty fifteen (2015) days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

TCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible full-time employees shall be credited with eighty (80) hours of sick leave at the beginning of each work year. All eligible part-time employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year.

New employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave carries over from year to year up to a cap of 160 hours does not carry over from year to year. However, the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Personal Necessity Leave

Full-time employees who do not receive vacation (e.g., teachers, program specialists, etc.) may use up to forty (40) hours of sick leave in cases of personal necessity upon prior approval each work year. Personal necessity is defined as any of the following:

- Death or serious illness of a member of an employee's immediate family (this is in addition to Bereavement Leave);
- Accident involving an employee's person or property, or the person or property of a member of an employee's immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during the work hours; and
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the School and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment. Verification of personal necessity leave may be required upon return to work.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

• Events That May Entitle an Employee To FMLA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- 1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
- 2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
- d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
- 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 - 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 - 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 - 3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 - 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur

within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

- 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
- 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- 3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

TCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

- 1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- 2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
- 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 - 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 - 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

- 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- 7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

- 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- 2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- 3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

• Limitations on Reinstatement

- 1. TCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
- 2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

• Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- 1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- 2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times $17^{1/3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times $17^{-1/3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times $17^{-1/3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

- 1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- 2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

TCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. TCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- 1. The employee fails to return from leave after the designated leave period expires.
- 2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

• Medical Certifications

- 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
 - 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking

- for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

- 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- 3. In accordance with TCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

TCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and

• Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. TCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Paid Parental Leave

TCS shall provide up to four (4) weeks of paid parental leave to all regular, full-time, and exempt employees following the birth of an employee's child, or the placement of a child with an employee in connection with adoption or foster care. Temporary, substitute, part-time, and nonexempt employees, as well as interns, are not eligible for Paid Parental Leave.

The purpose of paid parental leave is to provide all employees with the opportunity to bond with their child following the child's birth, adoption or foster care placement. This policy runs concurrently with FMLA/CFRA/PDL, as applicable, and provides wage replacement benefits only, not additional time off from work.

Paid parental leave must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care with the employee. Paid parental leave must be taken in one (1) continuous period. Absent extenuating circumstances as determined by TCS, the School requires a minimum of thirty (30) days' notice for requests to take paid parental leave.

In cases of multiple births, adoptions or placements (e.g. the birth of twins or adoption of siblings), the four (4) week period of paid parental leave does not increase. Similarly, if both parents of the child are employed by the School, the parents, collectively, shall only be entitled to four (4) weeks of paid parental leave and may elect to distribute that time between them as appropriate.

If a holiday occurs while an employee is on paid parental leave, the holiday will be charged to holiday pay (if applicable to the employee) and will not extend the total paid parental leave entitlement.

Upon termination of employment, any unused Paid Parental Leave will not be paid out to an employee.

Military and Military Spousal Leave of Absence

TCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, TCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

TCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention

to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full-time employees are entitled to three (3) days of paid bereavement leave due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). For travel to a funeral over five hundred (500) miles away from the full-time employee's home, five (5) days of paid bereavement leave will be provided. Bereavement leave pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

TCS will pay for up to five (5) days if an employee is called to serve on a jury or as a witness. In addition, for exempt employees who continue to perform work duties as assigned during jury duty, the School will continue to pay that employee during their jury duty.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, TCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of TCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

TCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide TCS with as much advance notice

as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide TCS one (1) of the following certifications upon returning back to work:

- 1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
- 2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
- 3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, TCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

Cover Sheet

Policy for Inspection of Public Records

Section: V. Operations

Item: B. Policy for Inspection of Public Records

Purpose: Vote

Submitted by:

Related Material: Policy_for_Inspection_of_Public_Records_-_Cottonwood.pdf

BACKGROUND:

This policy adopted in September of 2019. It needs to be updated to reflect the correct address, email, phone number, and fax number for the school.



THE COTTONWOOD SCHOOL

Policy for Inspection of Public Records

I. Purpose

This Policy sets forth The Cottonwood School's ("School") policies and procedures regarding requests for inspection of the School's public records under the California Public Records Act ("PRA") (Government Code section 6250 et seq.). The School recognizes the public's right to access public records and intends to provide public members with reasonable access to public records consistent with the law. If any provision of this Policy conflicts with the law, the law shall take precedence.

II. How to Request Records

Requests for the School's public records must be submitted to:

Principal The Cottonwood School 7006 Rossmore Lane El Dorado, Ca 95762 Phone: (530) 285-2578 Fax: (530)285-2580

info@cottonwood.school

To ensure that requests can be responded to appropriately, the School encourages that all requests be made in writing by submitting a Public Records Request Form, attached as Appendix A. To the extent possible, the requestor should specify, in writing, the records sought with sufficient detail to enable the School to identify particular records.

III. Right to Inspect

To the extent required by law, the School will make available all public records open to inspection by any person during normal business hours and by appointment only. Copies of public records may be obtained by any person, subject to compliance with the procedures set forth in this Policy and consistent with the law.

IV. Records Exempt from Disclosure

There are numerous circumstances under which public records are exempt from disclosure. Whether an exemption applies will be determined on a case-by-case basis. The School will determine which records or a portion thereof are exempt from disclosure consistent with the PRA and other relevant state and federal laws. The notification of denial or withholding of records must be in writing and shall provide the reason for the denial or withholding of records and shall set forth the names and titles or positions of each person responsible for the denial.

V. Procedures for Responding to Requests for Inspection or Copies of Records

The School will follow a two-step process when responding to a PRA request. First, within 10 calendar days of receiving any request to inspect or copy a public record, the School shall acknowledge receipt of the request and inform the requestor whether the School has disclosable public records in its possession that are responsive to the request and when it will make them available. If the School determines that it will not provide some records, it shall provide the grounds for withholding them and shall set forth the names and titles or positions of each person responsible for the denial. Second, if the School determines that it has disclosable documents, it shall make the documents available within a reasonable time.

In unusual circumstances, the School may extend the 10-day limit for up to 14 days by providing written notice to the requestor setting forth the reasons for the extension and the date on which a determination is expected to be made.

If the request is ambiguous or unfocused, the School shall make a reasonable effort to elicit additional clarifying information from the requestor that will identify public records responsive to the request. To the extent reasonable under the circumstances, the School shall do all of the following in assisting the requestor:

- 1. Assist the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated;
- 2. Describe the information technology and physical location in which the records exist; and
- 3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

These requirements are deemed to have been satisfied if the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requestor that will help identify the record or records.

The School may charge a reasonable fee (not to exceed the direct costs of duplication) for preparation of copies of identifiable public records. Deposit of applicable fees is required prior to preparation and delivery of any requested records.

Policy Updated by Board on September 15, 2020.

APPENDIX A

THE COTTONWOOD SCHOOL PUBLIC RECORDS REQUEST FORM

Fee Schedule				
Document Production	Paper and elec-	tronic records (black): \$0.15 per page		
	Paper and elec	tronic records (color): \$0.25 per page		
	Records provio	ded on CDs: \$1.00 per disc		
	Records provio	ded on DVD: \$2.00 per disc		
Computer Programming	Direct costs as	sociated with production		
Mailing Documents	Envelope (lette	er sized) \$0.05 per envelope		
	Envelope (9x1	2 or 12x13) \$0.10 per envelope		
		nined based on actual cost		
Requestor's Information				
Name:		Title:		
Organization:				
Address:				
Phone:	Fax:	Email:		
Records Requested				
I am requesting the following	a dogumenta			
Tam requesting the following	ig documents.			
I am also seekingcop	ies of the docume	ents listed above.		
		ill respond to all public records requests in compliance and consistent with its policies.		
_		-		
I understand that in accordance with the School's Policy for Inspection of Public Records, the School may charge a fee for copies of public records as specified above. Payment is required in advance of delivery of any requested records. If more than 15 pages are requested, the School may require a deposit before making copies.				

Cover Sheet

Universal Complaint Admin Regulation

Section: V. Operations

Item: C. Universal Complaint Admin Regulation

Purpose: Vote

Submitted by:

Related Material: Universal Complaint Adminstrative Regulation- Cottonwood (003).pdf

BACKGROUND:

This policy was adopted in June of 2019. It needs to be updated to reflect the correct address and email for the school.



Universal Complaint Administrative Regulation

The Cottonwood School may otherwise specifically provide in other policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the Universal Complaint Board Policy.

The purpose of The Cottonwood School Governing Board approving this Universal Complaint Administrative Regulation is to accomplish the following:

- 1. Identify the Compliance Officers
- 2. Outline the Notification Process of the Universal Complaint Process
- 3. Outline the Cost for Copies of the Charter School's UCP
- 4. Outline the Charter School's Responsibilities
- 5. Outline the Procedures for Filing of Complaints
- 6. Outline the Procedures for Mediation
- 7. Outline the Procedures for Investigating a Complaint
- 8. Outline the Procedures for the Report of Findings
- 9. Outline the Procedures for Notice of the Final Written Decision
- 10. Outline the Corrective Actions
- 11. Outline the Process for Appeals to the California Department of Education
- 1. Compliance Officers: The Charter School designates the individual(s) identified below as the employee(s) responsible for coordinating the Charter School's response to complaints and for complying with state and federal civil rights laws. The individual(s) are also listed in the Whistleblower Policy as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure compliance with law.

Director of Human Resources 7006 Rossmore Lane El Dorado, Ca 95762 (530) 285-2578 Jodiann.beeson@cottonwood.school

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the

complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Executive Director or designee who shall determine how the complaint will be investigated.

The Executive Director or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Executive Director or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Executive Director, the Executive Director's designee, or, if appropriate, the regional or department director to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the Charter School issues its final written decision, whichever occurs first.

2. Notifications: The Charter School's UCP policy and administrative regulation shall be posted in all school offices, including staff lounges. (Education Code 234.1)

The Executive Director or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians of students, advisory committee members, appropriate school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The notice shall:

- Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
- Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases

involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).

• Include statements that:

- The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
- The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- O A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- O Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.
- o If a complaint is not filed in writing but the Charter School receives notice of any allegation that is subject to the UCP, the Charter School shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.
 - If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the Charter School will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.
- A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the Charter School's educational program, including curricular and extracurricular activities.
- The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

- A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the Charter School liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the Charter School and another district.
- A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the Charter School's responsibility to:
 - Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - If the student has completed his/her second year of high school before the transfer, provide the student information about the Charter School-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- The complainant has a right to appeal the Charter School's decision to CDE by filing a written appeal within 15 calendar days of receiving the Charter School's decision.
 - In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the Charter School's decision.
- The appeal to CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.
- **3.** Cost for Copies of the Charter School's UCP: Copies of the Charter School's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the Charter School web site and may be provided through the Charter School-supported social media, if available.

The Executive Director or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the Charter School's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in the Charter School speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

4. The Charter School's Responsibilities: All UCP-related complaints shall be investigated and resolved within 60 calendar days of the Charter School's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631) For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

5. Filing of Complaints: The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

• A complaint alleging violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Executive Director or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the Charter School's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the Charter School shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
- **6. Mediation:** Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential

information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the Charter School shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the Charter School shall then continue with subsequent steps specified in this administrative regulation.

7. **Investigation of Complaint:** Within ten business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the Charter School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the Charter School to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

8. Report of Findings:

- OPTION 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the Charter School's receipt of the complaint. (5 CCR 4631)
- OPTION 2: Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the Charter School's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the Charter School's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

9. Final Written Decision: The Charter School's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with the Charter School's legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties

who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the Charter School's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

- The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - Statements made by any witnesses
 - o The relative credibility of the individuals involved
 - How the complaining individual reacted to the incident
 - o Any documentary or other evidence relating to the alleged conduct
 - o Past instances of similar conduct by any alleged offenders
 - o Past false allegations made by the complainant
- The conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- The manner in which the misconduct affected one or more students' education
- The type, frequency, and duration of the misconduct
- The relationship between the alleged victim(s) and offender(s)

- The number of persons engaged in the conduct and at whom the conduct was directed
- The size of the school, location of the incidents, and context in which they occurred
- Other incidents at the school involving different individuals

Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- The corrective actions imposed on the respondent
- Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

Notice of the complainant's and respondent's right to appeal the Charter School's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- He/she may pursue available civil law remedies outside of the Charter School's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

10. Corrective Actions: When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the Charter School's environment may include, but are not limited to, actions to reinforce the Charter School's policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

- Counseling
- Academic support
- Health services
- Assignment of an escort to allow the victim to move safely about campus
- Information regarding available resources and how to report similar incidents or retaliation
- Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- Restorative justice
- Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
- Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education regarding the impact of the conduct on others
- Positive behavior support
- Referral to a student success team

- Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The Charter School may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the Charter School does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the Charter School shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the Charter School shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

11. Appeals to the California Department of Education: Any complainant who is dissatisfied with the Charter School's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the Charter School's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the Charter School's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the Charter School's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the Charter School's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to CDE: (5 CCR 4633)

- A copy of the original complaint
- A copy of the written decision
- A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision
- A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the Charter School's uniform complaint procedures

Other relevant information requested by CD

Cover Sheet

Conflict of Interest Policy

Section: VI. Governance

Item: A. Conflict of Interest Policy

Purpose: Vote

Submitted by:

Related Material: The Cottonwood School - Conflict of Interest Policy.pdf

BACKGROUND:

The school has been looking into all corporate documents and making sure they comply with all the new laws that recently passed related to Charter Schools.

OF THE COTTONWOOD SCHOOL

Article I Purpose

Section 1.1. This Conflict of Interest Policy (this "Policy") has been adopted and approved by the Board of Directors of The Cottonwood School (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which has been recognized by the Internal Revenue Service as exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

Article II Definitions

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation" includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a "key employee" if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III Conflict Procedures

Section 3.1. <u>Duty to Disclose</u>

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the "Board") or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted

upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. <u>Procedures for Addressing the Conflict of Interest</u>

- a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.
- b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.
- e. Compliance with California Corporations Code section 5233 regarding selfdealing transactions in applicable circumstances shall constitute compliance with the requirements of this policy

Section 3.4. Violations of the Conflict of Interest Policy

- a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.
- b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV Records of Proceedings

Section 4.1. The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

- a. has received a copy of this Policy of the Corporation,
- b. has read and understands this Policy,
- c. has agreed to comply with this Policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII Periodic Reviews

Section 7.1. To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements are reasonable,
- b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,
- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement or impermissible private benefit, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Article IX California Government Code section 1090

Section 9.1. To the extent required by law, the Corporation shall comply with Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the California Government Code as applicable and with regard to its charter school operations.

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Article X

Section 10.1. This policy shall supersede the prior conflict of interest policy adopted by the Corporation, but shall supplement any Conflict of Interest Code adopted by the Corporation in compliance with the Political Reform Act of 1974 (Title 9 (commencing with section 81000) of the California Government Code).

Adopted by the Board of Directors of The Cottonwood School, on September 15, 2019, effective immediately.

AGREEMENT TO COMPLY WITH CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Conflict of Interest Policy of The Cottonwood School, have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature:			
Print name:			
Date:			

Cover Sheet

Retreat Outcome: Board Strategic Plan

Section: VI. Governance

Item: C. Retreat Outcome: Board Strategic Plan

Purpose: FYI

Submitted by:

Related Material: 20 07 30 Assumptions for Strategic Planning (1).pdf



Strategic Planning Session Part I July 30, 2020

Assumptions

Who are we accountable to?

Our students, parents, employees, the home study program, the Montessori program, Buckeye Union Elementary School District, El Dorado County Office of Education, and the tax-payers, in general.

Why would families choose Cottonwood?

For the homeschool or Montessori option. However, the main reason parents choose Cottonwood is that they love their teachers and the teachers love their students. Some students enrolled generally in ICS schools and did not specifically choose Cottonwood.

What is the role of the Board?

School board members are entrusted with governing the public charter school to ensure students learn while ensuring transparency, public accountability, and fiscal responsibility. Authority is granted to the board as a whole, not each member individually unless authority is designated to an individual by the Board.

How did we get where we are today?

- The Buckeye Union Elementary School District (Buckeye) approved the Clarksville Charter to serve a home study population beginning on July 1, 2017. The Petitioner was Inspire Charter Schools ("ICS").
- The Cottonwood School was originally approved by Buckeye in 2018 as a site-based Montessori program for approximately 400 students with a small home-schooling component of 125 students. The Petitioner was Inspire Charter Schools.
- In 2019, a material revision to Cottonwood was submitted (and approved) and Inspire Charter Schools shifted many homeschool students from Clarksville, Feather River, Lake View, and Winship-Robbins into Cottonwood. That took effect on July 1, 2019. The material revision increased the nonclassroom based numbers to 1200.

- After July 1, 2019, Inspire Charter Schools (now known as Provenance) discontinued its operation of charter schools and instead transitioned into only a service provider known as Inspire Charter Services (and later into Provenance).
- After July 1, 2019, Inspire charter Schools and the Executive Director of Cottonwood directed the site-based Principal that no more students could be enrolled in the sitebased program for the 2019-2020 school year.
- In 2020, a material revision was submitted (and approved) to update the address of the site-based program and also to increase the nonclassroom enrollment to 2650 and decreased the site-based program to 125.
- On October 3, 2019, six County Superintendents submitted a request for an
 Extraordinary Audit Request to the Fiscal Crisis Management and Assistance Team
 ("FCMAT") pertaining to collective concerns regarding the governance, fiscal practices
 and operations of the charter schools operated by the Inspire charter network.
 Cottonwood is one of the former Inspire Charter schools included in that audit. The
 scope of the audit includes attendance practices, enrollment practices, related party
 transactions, and conflicts of interest.
- Cottonwood currently has approximately 2400 nonclassroom based students and 50 site-based students enrolled for 2020-21.

How did families/employees choose Cottonwood?

Many did not. It is likely that families and employees chose Inspire Charter Schools in general. The parents signed a document agreeing that their students could be shifted between schools with Inspire Charter Schools and many of the current Cottonwood nonclassroom based students were shifted from other ICS schools on or about July 1, 2019. Likewise, many employees likely applied through Inspire Charter Schools and were not specifically choosing one of the schools at which to work. It is not clear how or why students or staff/teachers were assigned to Cottonwood by ICS over another school.

Why start strategic planning?

- 1) Legal Compliance
- 2) Establish goals and a workplan
- 3) Keeping teachers and students together
- 4) Ensuring continued employment for employees

Who else provides similar services to students in the area?

- Former Inspire Charter Schools: Clarksville (1110, El Dorado County), Feather River (1100, Sutter County), Lake View (536, Glenn County), and Winship-Robbins (98, Sutter County)
- Other nonclassroom charters: Visions, CAVA, South Sutter, Horizon
- No other high school Montessori in the area (neither public or private)

What outside challenges exist to the School?

- Pandemic
- Growth Cap
- FCMAT Audit
- Renewal
- Overall Political Threats to Charter Schools and Specifically NCB charters
 - Legislative attempts to halt or slow charter growth
 - o Moratorium on new nonclassroom charters
 - Legislative attempts to limit the ability of a charter school to allow parents to use funding for outside vendors

What is the shared MOU?

The shared MOU was approved in 2019-2020 and continues in effect for the 2020-21 school year. The MOU can only be terminated with 60-days notice by any party to the MOU. The shared MOU allows but does not require the sharing of employees between Cottonwood, Clarksville, Feather River, Winship-Robbins, and Lake View. The shared MOU is implemented by Provenance. The shared MOU currently provides teachers and some administrators employed by the other parties to the MOU for many Cottonwood students and provides Cottonwood teachers and administrators to many students of the other parties to the MOU. A revised MOU has been circulating among the parties to the MOU to make revisions for the 2020-21 school year, but does not change the status that the current MOU remains in place unless changed with mutual agreement of the parties. Professional development and teacher training is scheduled to begin on August 3, 2020. Special education staff training has already begun.

The shared MOU covers some administrators, HST, classified employees, and special education staff. By sharing the staff, Cottonwood is able to offer more community-based programs, highly qualified teachers, intervention programs (EL and MTSS), testing sites, community events, shared field trips, and student achievement programs.

Cottonwood has been working with and continues to work with Provenance and Charter Impact to understand how the MOU is being implemented including but not limited to the reconciliation of funds.

What is the planning funding amount?

The current budgeted total fund for TK-6 \$2100. The total fund for 7-12 is \$2500. This amount is reduced from 2019-20 as a result of projected statewide funding reductions. The 2019-20 planning funding amounts were \$2600 for TK-8 and \$2800 for 9-12. The 1st semester pro-rated planning funds will be placed into student accounts on August 3, 2020. The total fund matches

those of the other North ICS schools. The multi-year planning funds (formerly called "rollover") are pending accountant verification. Cottonwood is working with Charter Impact to determine the amount as soon as possible but is hopeful that the amount will be up to \$1,000 per student if those amounts were leftover from last year. It is possible that state funding will be increased, at which point, the Board can reconsider the planning funding amount.

What services for Cottonwood are currently outsourced?

- Financial Services (Charter Impact)
 - Accounts payable
 - Accounts receivable
 - Budget development/management
 - Payroll
- HR (moving toward a contract)
 - Was formerly done by a Clarksville Employee who was serving 5 schools but she declined to serve Cottonwood moving forward.
- Operational services (Provenance)
 - Curriculum ordering system (COS) and Enrichment Ordering System (EOS)
 - Parent fund account management
 - Student information system
 - Registrar
 - Student record maintenance
 - Health and Safety
- Risk management (CharterSAFE and Provenance)
- Auditor (independent auditor) (Wilkinson Hadley King & Co.)
 - The same as the other North schools
- Vendor contracts (may be direct with Cottonwood; or unclear whether with Provenance)
- Shared MOU

What services are provided through in-house employees of Cottonwood?

- Teachers (in-house and from other North schools)
 - Community connections
 - Mentor teacher program
 - EL Coordinators
- Special education programming (some but not all some are coming from other north schools)
- MTSS programming (some but not all some are coming from other north schools)
- Interim Principal (over both the nonclassroom and site-based programs)
- Interim Executive Director
- Student discipline (some but not all some are coming from other north schools)
- Nutrition (some but not all some are coming from other north schools)
- Students in Crisis (some but not all some are coming from other north schools)

Shared Administration

Regional Coordinators

Review of Mission & Vision

Mission: Home Study Pathway

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

Vision: Home Study Pathway

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

Mission: Site-Based Pathway

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

Vision: Site-Based Pathway

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

Establishing a Core-Purpose

The School's fundamental reason for being:

Example:

"Flexible Academic Excellence for All"

Establishing Core Values

The practices we use every day in everything we do.

Establishing a Work Plan

Priority 1:

To keep teachers and families together to the greatest extent possible while ensuring the fiscal, legal, and operational responsibility of the Cottonwood Board specifically to Cottonwood students and Cottonwood employees and ensuring that all legal requirements and best practices are maintained.

Action plan (1): Continuing the MOU for Shared Services to begin the 2020-21 school year.

Action plan (2): offer employment contracts to teachers and instructional support staff serving Cottonwood students for the 2020-21 school year.

Action plan (3): offer enrollment to families currently enrolled in other charter schools who are being served by Cottonwood teachers for the 2020-21 school year.

Action plan (4): ensuring that vendor contracts are continued.

Priority 2:

To ensure all service needs to start the school year are fulfilled.

Action plan (1): to identify which outsourced services Cottonwood continues to require and/or not require.

Action plan (2): As needed, engage in the contracts for the 2020-21 if not completed already.

Action plan (3): As needed and where possible terminate unneeded services.

Priority 3:

Ensure fiscal transparency and public accountability.

Action plan (1): Ensuring that Executive Director has the responsibility and the authority to oversee the implementation of the shared MOU to ensure fiscal accountability to Cottonwood including the hiring of independent fiscal consultants to assist.

Action plan (2): Seek detailed information from Provenance and the other parties to the shared MOU to ensure that Cottonwood's knowledge of its own financial information is complete and accurate.

Action plan (3): Fully cooperate with the FCMAT audit.

Action plan (4): Engage in governance training including best practices in effective and accountable governance, Brown Act, Public Records Act, and conflicts of interest laws.

Priority 4:

Hiring permanent administration – Executive Director and Principal.

