California Online Public Schools

California Online Public Schools (CalOPS) Board Meeting

Published on September 29, 2023 at 8:02 AM PDT

Date and Time

Tuesday October 3, 2023 at 3:30 PM PDT

Location

CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
1201 Cara Road, Dinuba, CA 93618
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536
32946 Calle San Marcos San Juan Capistrano, 92675
9423 Reseda Blvd. Apt#230, Northridge, CA 91324
1608 Lake Street, Calistoga, CA 94515

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Join Zoom Meeting
https://zoom.us/j/93762840563
Meeting ID: 937 6284 0563
Dial In:
+1 (669) 444-9171 ext. 93762840563# US

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This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Eva McGahey at (714) 248-6179 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**3:30 PM**
A.	Call the Meeting to Order		Elaine Pavlich	
B.	Roll Call		Elaine Pavlich	
C.	Approval of Agenda	Vote	Elaine Pavlich	

II. Public Comment

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the school's "Governance" page at https://www.connectionsacademy.com/california online-school/about/school-board.

III. Oral Reports

A.	Superintendent's Report	FYI	Richard Savage

1. 2023-2024 Enrollment and Staffing Updates
2. General School Updates
3. Sponsoring District(s) Update

		Purpose	Presenter	Time
B.	Principals' Report (attached)	FYI		
	1. Elementary School - Marcus White 2. Middle School - Heather Tamayo 3. High School - Kara Mannix			
C.	Charter Impact Financial Report for CalOPS	FYI	Jason Sitomer / Matt Percin	
	1. Consolidated Financial Report (to follow)			
D.	Policy, Compliance, and State Accountability Report	FYI	Dan Hertzler	
	1. Policy, Compliance, and State Accountability Report (attached) 2. Charter Renewal Update			

IV. Consent Items

A.	Approval of Minutes from the September 05, 2023 Board Meeting (attached)	Vote	Elaine Pavlich	
B.	Approval of Staffing Report (attached)	Vote	Stephen Ford	
C.	Approval of Expenditures over $20k (attached)	Vote	LaChelle Carter	
D.	Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2023 (to follow)	Vote	LaChelle Carter	
E.	Approval of New Student Services Policies	Vote	Dan Hertzler	
	1. Education for Foster and Mobile Youth Policy (attached)			
F.	Approval of Updates to Student Services Policies	Vote	Dan Hertzler	
	1. 23-24 Parent and Family Engagement Policy and Compact (attached) 2. 23-24 Uniform Complaint Procedures (attached) 3. Plan for English Learners (attached) 4. Reclassification Policy (attached) 5. Suspension, Expulsion, and Involuntary Removal Policies (attached)			

		Purpose	Presenter	Time
G.	Approval of CalOPS 23-24 School Year Handbook Supplement Revision(s) (attached)	Vote	Dan Hertzler	
H.	Approval of Student Services Contracts (attached)	Vote	LaChelle Carter	
I.	Approval of Check Registry (to follow)	Vote	Jason Sitomer / Matt Percin	
J.	Approval of Education Protection Account (EPA) Spending Plan (attached)	Vote	Jason Sitomer / Matt Percin	
K.	Approval of Math Placement Annual Report (attached)	Vote	Leslie Dombek	
L.	Approval of Payment Schedule for Office Equipment (attached)	Vote	LaChelle Carter	

V. Action Items

A.	Approval of Enrollment Cap for 2023-24 School Year (attached)	Vote	Dan Hertzler	
B.	Approval of Inova Payroll/HR Software (attached)	Vote	Stephen Ford	
C.	Approval of Salary Increase and Retention Bonus	Vote	Stephen Ford	
D.	Approval of Concur Contract (attached)	Vote	Patrick Costello	

VI. Information Items

A.	Pearson Virtual Schools Update	FYI	Laura Johnson / Chandre Sanchez	

1. School Success Partner (SSP) Update
2. Academic Success Partner (ASP) Update

VII. Closing Items

A.	Adjourn Meeting	Vote	Elaine Pavlich	

	Purpose	Presenter	Time
Adjournment and Confirmation of the Next Meeting - November 07, 2023 at 3:30 pm PT			

Coversheet

Principals' Report (attached)

Section:	III. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalOPS Principals' Report 10.03.23.pdf

Principals' Report
California Online Public Schools
2023-24

SITE REPORTS

Northern Region:
Kara Mannix, High School Principal
Site Administrator for Monterey Bay, North Bay, and Northern California

The year is off to a great start! High Schoolers started their year off with MAP testing and we've had excellent participation– as of this writing we are at 96% complete and with one week left to go. We've expanded our welcome call process into a month long "Welcome Call Journal" and teachers are engaging with both students and their caretakers more deeply to ensure they have the tools they need to succeed from day one. Classes are now in full swing and we are settling in to the year. We continue to onboard new families, and our New/Late Enrolling Students team is digging into data and brainstorming strategies to help these students have a successful transition. After a great Southern California festival, we are looking forward to the Northern festival coming up soon!

Central Region:
Marcus White, Elementary Principal
Site Administrator for Central and Central Coast

Greetings From Elementary,

The school year is in full swing. The southern festival was a gigantic success. We were able to connect with many of our children and families in a fun and festive atmosphere. The festival team did such an outstanding job planning and preparing to ensure everyone had a great experience. Our enrollment numbers in elementary school continue to grow. We are still adding new students daily. Our team is doing a great job welcoming new students and helping them settle into effective routines. Additionally, our grade level teams have been analyzing diagnostic data and dialoguing how to best support students academically. We are off to a great start. I am so proud of our team and the work we do.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

Greetings. This year is most definitely up and running, slowing down for no one! We have put in the work to get kids welcomed and acclimated to the new school year, and are now establishing new relationships and understanding how to support our students on a more individual level. This is the work that we love to do, and there is a great deal of drive to ensure that our students grow academically and have a positive experience.

While we create an exceptional 23/24 school year, we look to the future and how to best address the needs of our students. As we look to adopt new curriculum, we also look for new, more innovative ways to serve our underperforming students, and give them the skills needed to thrive in school and beyond. Middle school looks forward to reporting our progress and where we land with the next generation of support for our kids in math and language arts.

Enrollment Update

Month for Report: September

DATA as of September 25, 2023							
	SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	5199	1819	869	167	144	582	8780
Approved	110	37	23	3	9	15	197
Pre-Approved	1200	434	274	66	38	119	2131
Applicant	2752	927	641	144	146	260	4870

Engagement Activities

Total Attendance* for Recent Activities:

*Includes students, staff, adults, and non-CA students

Recent Field Trips

Southern Region - *Southern California*

- Fall Festival - Thursday, September 21st
  OC Fair & Event Center (88 Fair Dr, Costa Mesa, CA 92626)
  Attendance is still being calculated but so far we estimate:
  546 CalOPS students, 82 non-CalOPS students, 488 Adults, 200 Staff. Estimated total: 1316

Upcoming Field Trips

*Currently, procedures are being developed and modified as we transition. We hope to share these processes with staff in the upcoming month so we can begin scheduling field trips and events for this school year!

Northern Region - *Monterey Bay, North Bay and NorCal*

- Fall Festival - Wednesday, October 11th
  Alameda County Fairgrounds (4501 Pleasanton Ave, Pleasanton, CA 94566)

Central Region - *Central Valley and Central Coast*

- Fall Festival - Thursday, October 12th
  John's Incredible Pizza (3709 Rosedale Hwy, Bakersfield, CA 93308)

Southern Region - *SoCal*

- Fleet Science Center - Friday, October 27th (9am - 12pm)
  1875 El Prado, San Diego, CA 92101
  Attendees: Marketed to Middle School but all grades 3 - 12 are welcome

Outreach Update

Prospective Family Webinars

The two prospective family webinars held September 7 and 19th were attended by 40 inquisitive individuals.
October sessions will take place at 5:00 pm on October 4 and October 24

Branding

CalOPS proudly showed off its new look at the SoCal festival attended by over 1,100 families and staff members. The school's California Grizzly mascot, Gig, made a surprise appearance to the delight of all attendees.

Public Relations

Our start of the school year press release was distributed statewide on September 5th. The press release opened with:
California Connections Academy schools, a network of tuition-free online public schools serving students in grades TK-12, began its 2023-24 school year today, welcoming students as they log on for their first day of virtual learning. Since 2004, California Connections Academy has provided a high-quality online learning experience, serving more than 8,200 students from cities and towns across the state.

Coversheet

Charter Impact Financial Report for CalOPS

Section: III. Oral Reports
Item: C. Charter Impact Financial Report for CalOPS
Purpose: FYI
Submitted by:
Related Material: CalOps_NorCal_ Monthly Board Presentation - August 2023.pdf
CalOps_CCoast_ Monthly Board Presentation - August 2023.pdf
CalOps_MontereyBay_ Monthly Board Presentation - August 2023.pdf
CalOps_CValley_ Monthly Board Presentation - August 2023.pdf
CalOps_NorthBay_ Monthly Board Presentation - August 2023.pdf
CalOps_SoCal_ Monthly Board Presentation - August 2023.pdf

CHARTER IMPACT

California Online Public Schools – NorCal

Monthly Financial Presentation – August 2023

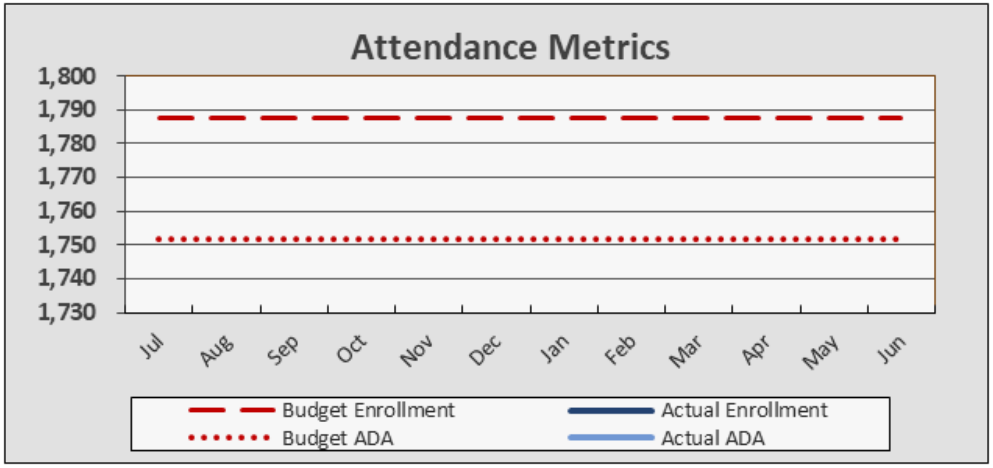
Highlights

- Enrollment forecasted at 1,788 students
- Attendance forecasted at 1,766 (98%)
- Revenue forecasted at $25M; in line with budget
- Expenses forecasted at $23.7M; in line with budget
- **Surplus forecasted at $1.3M** with an ending fund balance forecasted at $6M
- August Cash balance is at $12.2M
- Cash projected at $12.2M by fiscal year end

Attendance Data and Metrics

- Enrollment forecasted at 1,788 students
- ADA forecasted at 1,766
- Unduplicated rate of 49%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*1788*	*1788*
ADA	*n/a*	*1766*	*1766*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*49.1%*	*49.1%*	*49.1%*
Revenue per ADA		*$14,166*	*$13,944*
Expenses per ADA		*$13,416*	*$13,517*



Revenue

- FY24 annual revenues forecasted at $25M:
  - No significant variance in plan since budget inception
  - *Minimal additional ESSER now in plan to spend by YE*

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 629,013	$ 783,872	$ (154,859)	$ 21,974,932	$ 21,974,932	$ -
Federal Revenue	-	10,212	(10,212)	892,747	522,118	370,629
Other State Revenue	142,536	76,912	65,624	2,153,686	2,132,029	21,658
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 771,549**	**$ 870,996**	**$ (99,447)**	**$ 25,021,365**	**$ 24,629,078**	**$ 392,287**

Expenses

- FY24 annual expenses forecasted at $9.2M
  - No significant variances in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,450,101	$ 1,110,520	$ (339,582)	$ 8,335,323	$ 7,995,741	$ (339,582)
Classified Salaries	34,647	26,077	(8,570)	196,328	187,758	(8,570)
Benefits	28,726	497,276	468,550	2,830,497	3,070,351	239,854
Books and Supplies	26,225	998,422	972,198	5,963,148	5,990,534	27,386
Subagreement Services	10,911	583,256	572,345	3,473,660	3,499,534	25,874
Operations	6,436	66,067	59,631	336,769	396,400	59,631
Facilities	3,400	25,676	22,276	131,779	154,055	22,276
Professional Services	36,989	398,822	361,833	2,429,522	2,580,445	150,923
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,597,435**	**$ 3,706,116**	**$ 2,108,681**	**$ 23,697,025**	**$ 23,874,817**	**$ 177,792**

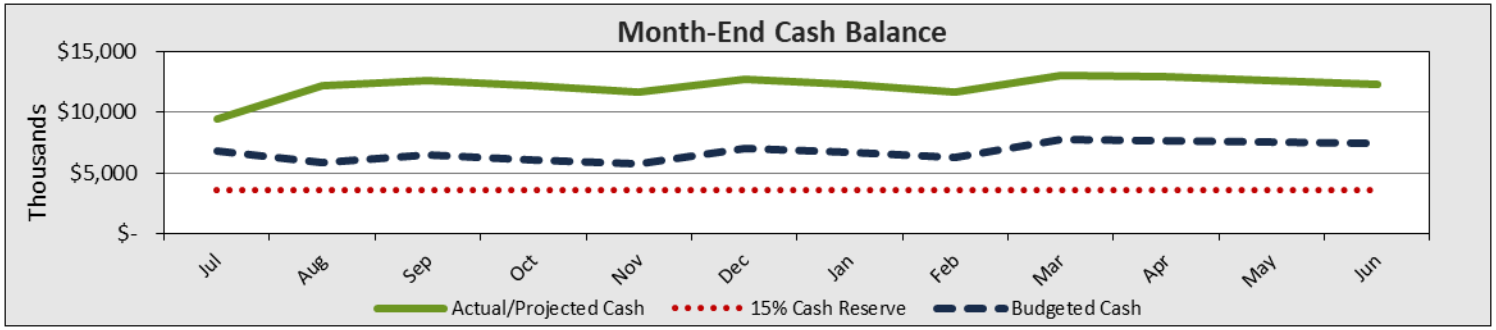
Fund Balance

- **Annual surplus forecasted at $1.3M**
- Ending fund balance forecasted at $5.9M (*25% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (825,886)**	**$ (2,835,120)**	**$ 2,009,234**	**$ 1,324,340**	**$ 754,261**	**$ 570,079**
Beginning Fund Balance	4,634,118	4,634,118		4,634,118	4,634,118	
Ending Fund Balance	**$ 3,808,232**	**$ 1,798,998**		**$ 5,958,458**	**$ 5,388,379**	
As a % of Annual Expenses	*16.1%*	*7.5%*		*25.1%*	*22.6%*	

Cash Balance

- **Current cash balance of $12.2M** (*144 days*)
- Cash projected at $12.3M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 1766.29

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 1766.29	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	629,013	632,439	1,138,390	1,138,390	1,138,390	1,138,390	1,138,390	1,344,059	1,344,059	1,344,059	1,344,059	1,344,060	**13,673,696**	13,673,696	-
8012	Education Protection Account	-	-	1,393,211	-	-	1,393,211	-	-	1,393,211	-	-	-	1,393,211	**5,572,843**	5,572,843	-
8096	In Lieu of Property Taxes	-	-	302,866	201,911	201,911	201,911	201,911	201,911	471,991	235,995	235,995	235,995	235,995	**2,728,393**	2,728,393	-
		-	629,013	2,328,516	1,340,301	1,340,301	2,733,511	1,340,301	1,340,301	3,209,260	1,580,054	1,580,054	1,580,054	2,973,266	**21,974,932**	**21,974,932**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	10,212	18,381	18,381	18,381	18,381	18,381	23,734	23,734	23,734	23,734	23,734	**220,787**	220,787	-
8290	Title I, Part A - Basic Low Income	-	-	60,989	-	-	182,968	-	-	-	-	-	-	-	**243,957**	243,957	-
8291	Title II, Part A - Teacher Quality	-	-	10,185	-	-	30,554	-	-	-	-	-	-	-	**40,739**	40,739	-
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	16,635	**16,635**	16,635	-
8296	Other Federal Revenue	-	-	-	92,657	-	-	92,657	-	-	92,657	-	-	92,657	**370,629**	-	370,629
		-	-	81,386	111,039	18,381	231,903	111,039	18,381	23,734	116,391	23,734	23,734	133,026	**892,747**	**522,118**	**370,629**
Other State Revenue																	
8311	State Special Education	71,268	71,268	72,496	130,493	130,493	130,493	130,493	130,493	139,982	139,982	139,982	139,982	139,982	**1,567,409**	1,567,409	-
8550	Mandated Cost	-	-	-	-	-	58,156	-	-	-	-	-	-	-	**58,156**	57,694	462
8560	State Lottery	-	-	-	-	-	-	101,710	-	-	101,710	-	-	236,386	**439,807**	418,611	21,196
8599	Other State Revenue	-	-	4,416	7,948	7,948	7,948	7,948	7,948	7,948	7,948	7,948	7,948	12,364	**88,315**	88,315	-
		71,268	71,268	76,912	138,441	138,441	196,597	240,152	138,441	147,931	249,641	147,931	147,931	388,733	**2,153,686**	**2,132,029**	**21,658**
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Revenue		**71,268**	**700,281**	**2,486,814**	**1,589,781**	**1,497,124**	**3,162,012**	**1,691,491**	**1,497,124**	**3,380,924**	**1,946,086**	**1,751,718**	**1,751,718**	**3,495,024**	**25,021,365**	**24,629,078**	**392,287**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	467,005	739,733	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	1,106,288	**6,922,559**	6,637,727	(284,832)
1175	Teachers' Extra Duty/Stipends	-	-	180	180	180	180	180	180	180	180	180	180	432	**2,232**	2,592	360
1200	Pupil Support Salaries	50,758	41,592	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	85,213	**532,618**	511,279	(21,339)
1300	Administrators' Salaries	91,590	59,424	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	140,690	**877,914**	844,143	(33,771)
		609,352	840,749	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	1,332,624	**8,335,323**	**7,995,741**	**(339,582)**
Classified Salaries																	
2100	Instructional Salaries	1,077	1,746	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	2,734	**16,949**	16,404	(545)
2200	Support Salaries	2,949	1,835	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	4,380	**27,413**	26,278	(1,135)
2300	Classified Administrators'	14,003	8,924	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	20,495	**128,817**	122,969	(5,848)
2400	Clerical and Office Staff Salaries	2,521	1,591	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	3,684	**23,148**	22,107	(1,042)
		20,551	14,097	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	31,293	**196,328**	**187,758**	**(8,570)**
Benefits																	
3101	STRS	-	-	84,778	84,778	84,778	84,778	84,778	84,778	84,778	84,778	84,778	84,778	-	**847,783**	1,060,546	212,763
3301	OASDI	4,193	2,793	644	644	644	644	644	644	644	644	644	644	-	**13,428**	8,084	(5,344)
3311	Medicare	8,605	11,957	6,587	6,587	6,587	6,587	6,587	6,587	6,587	6,587	6,587	6,587	-	**86,429**	82,403	(4,026)
3401	Health and Welfare	-	-	162,302	162,302	162,302	162,302	162,302	162,302	162,302	162,302	162,302	162,302	-	**1,623,024**	1,623,024	-
3501	State Unemployment	517	662	10,837	10,837	10,837	10,837	54,183	43,346	21,673	10,837	10,837	10,837	-	**196,236**	216,731	20,495
3601	Workers' Compensation	-	-	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	-	**63,596**	79,562	15,966
		13,315	15,411	271,508	271,508	271,508	271,508	314,854	304,018	282,344	271,508	271,508	271,508	-	**2,830,497**	**3,070,351**	**239,854**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	-	**102,083**	122,500	20,417
4200	Books and Reference Materials	-	-	261,830	261,830	261,830	261,830	261,830	261,830	261,830	261,830	261,830	261,830	-	**2,618,300**	2,618,300	-
4302	School Supplies	-	7,802	123,003	123,003	123,003	123,003	123,003	123,003	123,003	123,003	123,003	123,003	-	**1,237,836**	1,237,836	-
4305	Software	-	8,090	111,341	111,341	111,341	111,341	111,341	111,341	111,341	111,341	111,341	111,341	-	**1,121,498**	1,113,408	(8,090)
4310	Office Expense	-	886	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	-	**34,932**	40,855	5,923
4311	Business Meals	-	-	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	-	**45,678**	54,814	9,136
4400	Noncapitalized Equipment	-	9,446	79,337	79,337	79,337	79,337	79,337	79,337	79,337	79,337	79,337	79,337	-	**802,821**	802,821	-
		-	26,225	593,692	593,692	593,692	593,692	593,692	593,692	593,692	593,692	593,692	593,692	-	**5,963,148**	**5,990,534**	**27,386**
Subagreement Services																	
5102	Special Education	-	10,419	175,770	175,770	175,770	175,770	175,770	175,770	175,770	175,770	175,770	175,770	-	**1,768,119**	1,757,700	(10,419)
5106	Other Educational Consultants	-	492	152,358	152,358	152,358	152,358	152,358	152,358	152,358	152,358	152,358	152,358	-	**1,524,074**	1,524,074	-
5107	Instructional Services	-	-	18,147	18,147	18,147	18,147	18,147	18,147	18,147	18,147	18,147	18,147	-	**181,467**	217,760	36,293
		-	10,911	346,275	346,275	346,275	346,275	346,275	346,275	346,275	346,275	346,275	346,275	-	**3,473,660**	**3,499,534**	**25,874**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	-	**76,000**	91,200	15,200
5300	Dues & Memberships	-	5,104	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	-	**35,521**	36,500	979
5400	Insurance	-	-	217	217	217	217	217	217	217	217	217	217	-	**2,167**	2,600	433
5501	Utilities	-	482	-	-	-	-	-	-	-	-	-	-	-	**482**	-	(482)
5502	Janitorial Services	-	850	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	-	**14,517**	16,400	1,883
5900	Communications	-	-	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	-	**201,185**	241,422	40,237
5901	Postage and Shipping	-	-	690	690	690	690	690	690	690	690	690	690	-	**6,898**	8,278	1,380
		-	6,436	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	-	**336,769**	**396,400**	**59,631**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	-	**105,417**	126,500	21,083
5602	Additional Rent	-	-	467	467	467	467	467	467	467	467	467	467	-	**4,668**	5,602	934
5603	Equipment Leases	-	-	511	511	511	511	511	511	511	511	511	511	-	**5,108**	6,130	1,022
5610	Repairs and Maintenance	-	3,400	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	-	**16,586**	15,823	(763)
		-	3,400	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	-	**131,779**	**154,055**	**22,276**

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 1766.29

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Professional/Consulting Services																	
5801	IT	-	1,547	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	-	**282,613**	337,280	54,667
5802	Audit & Taxes	-	-	-	4,932	4,932	4,932	-	-	-	-	-	-	-	**14,795**	14,795	-
5803	Legal	-	1,098	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	-	**71,482**	84,461	12,979
5804	Professional Development	-	-	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	-	**195,279**	234,335	39,056
5805	General Consulting	-	17	123,090	123,090	123,090	123,090	123,090	123,090	123,090	123,090	123,090	123,090	-	**1,230,922**	1,230,905	(17)
5807	Bank Charges	210	192	417	417	417	417	417	417	417	417	417	417	-	**4,568**	5,000	432
5809	Other taxes and fees	-	58	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	-	**89,491**	107,319	17,828
5811	Management Fee	-	19,800	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	-	**118,800**	118,800	0
5812	District Oversight Fee	-	-	23,285	13,403	13,403	27,335	13,403	13,403	32,093	15,801	15,801	15,801	36,023	**219,749**	219,749	-
5815	Public Relations/Recruitment	-	11,988	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	-	**201,822**	227,801	25,979
		1,250	35,740	239,292	234,341	234,341	248,274	229,410	229,410	248,099	231,807	231,807	231,807	33,943	**2,429,522**	**2,580,445**	**150,923**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**644,468**	**952,968**	**2,064,937**	**2,059,986**	**2,059,986**	**2,073,918**	**2,098,401**	**2,087,564**	**2,084,581**	**2,057,452**	**2,057,452**	**2,057,452**	**1,397,859**	**23,697,025**	**23,874,817**	**177,792**
Monthly Surplus (Deficit)		**(573,200)**	**(252,687)**	**421,877**	**(470,205)**	**(562,863)**	**1,088,094**	**(406,910)**	**(590,441)**	**1,296,344**	**(111,366)**	**(305,734)**	**(305,734)**	**2,097,165**	**1,324,340**	**754,261**	**570,079**
															5.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(573,200)	(252,687)	421,877	(470,205)	(562,863)	1,088,094	(406,910)	(590,441)	1,296,344	(111,366)	(305,734)	(305,734)	2,097,165	**1,324,340**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	-	(629,013)	-	-	-	-		-	-	-	-	-	(3,495,024)	**(4,124,037)**		
	Grants and Contributions Rec.	-	3,221,974	-	-	-	-	-	-	-	-	-	-	-	**3,221,974**		
	Due To/From Related Parties	1,034,982	1,103,337	-	-	-	-	-	-	-	-	-	-	-	**2,138,319**		
	Prepaid Expenses	-	(464)	-	-	-	-	-	-	-	-	-	-	-	**(464)**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	14,967	-	-	-	-	-	-	-	-	-	-	1,397,859	**1,412,826**		
	Accrued Expenses	-	(681,258)	-	-	-	-	-	-	-	-	-	-	-	**(681,258)**		
	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(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		461,782	2,776,856	421,877	(470,205)	(562,863)	1,088,094	(406,910)	(590,441)	1,296,344	(111,366)	(305,734)	(305,734)				
Cash, Beginning of Month		9,004,649	9,466,431	12,243,287	12,665,164	12,194,959	11,632,096	12,720,190	12,313,280	11,722,839	13,019,183	12,907,816	12,602,082				
Cash, End of Month		**9,466,431**	**12,243,287**	**12,665,164**	**12,194,959**	**11,632,096**	**12,720,190**	**12,313,280**	**11,722,839**	**13,019,183**	**12,907,816**	**12,602,082**	**12,296,348**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Northern California

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 629,013	$ 632,439	$ (3,426)	$ 629,013	$ 632,439	$ (3,426)	#########
Education Protection Account	-	-	-	-	-	-	5,572,843
In Lieu of Property Taxes	-	151,433	(151,433)	-	151,433	(151,433)	2,728,393
Total State Aid - Revenue Limit	629,013	783,872	(154,859)	629,013	783,872	(154,859)	21,974,932
Federal Revenue							
Special Education - Entitlement	-	10,212	(10,212)	-	10,212	(10,212)	220,787
Title I, Part A - Basic Low Income	-	-	-	-	-	-	260,592
Title II, Part A - Teacher Quality	-	-	-	-	-	-	40,739
Total Federal Revenue	-	10,212	(10,212)	-	10,212	(10,212)	522,118
Other State Revenue							
State Special Education	71,268	72,496	(1,228)	142,536	72,496	70,040	1,567,409
Mandated Cost	-	-	-	-	-	-	57,694
State Lottery	-	-	-	-	-	-	418,612
Other State Revenue	-	4,416	(4,416)	-	4,416	(4,416)	88,315
Total Other State Revenue	71,268	76,912	(5,644)	142,536	76,912	65,624	2,132,029
Total Revenues	**700,281**	**870,996**	**(170,715)**	**771,549**	**870,996**	**(99,447)**	**24,629,078**
Expenses							
Certificated Salaries							
Teachers' Salaries	739,733	460,953	(278,780)	1,206,738	921,907	(284,832)	6,637,727
Teachers' Extra Duty/Stipends	-	180	180	-	360	360	2,592
Pupil Support Salaries	41,592	35,506	(6,087)	92,350	71,011	(21,339)	511,279
Administrators' Salaries	59,424	58,621	(803)	151,013	117,242	(33,771)	844,143
Total Certificated Salaries	840,749	555,260	(285,489)	1,450,101	1,110,520	(339,582)	7,995,741
Classified Salaries							
Instructional Salaries	1,746	1,139	(607)	2,823	2,278	(545)	16,404
Support Salaries	1,835	1,825	(11)	4,785	3,650	(1,135)	26,278
Supervisors' and Administrators' Salaries	8,924	8,540	(385)	22,927	17,079	(5,848)	122,969
Clerical and Office Staff Salaries	1,591	1,535	(56)	4,112	3,070	(1,042)	22,107
Total Classified Salaries	14,097	13,039	(1,058)	34,647	26,077	(8,570)	187,758
Benefits							
State Teachers' Retirement System, certificated positions	-	88,379	88,379	-	176,758	176,758	1,060,546
OASDI/Medicare/Alternative, certificated positions	2,793	674	(2,119)	6,986	1,347	(5,639)	8,084
Medicare/Alternative, certificated positions	11,957	6,867	(5,090)	20,562	13,734	(6,828)	82,403
Health and Welfare Benefits, certificated positions	-	135,252	135,252	-	270,504	270,504	1,623,024
State Unemployment Insurance, certificated positions	662	10,837	10,175	1,178	21,673	20,495	216,731
Workers' Compensation Insurance, certificated positions	-	6,630	6,630	-	13,260	13,260	79,562
Total Benefits	15,411	248,638	233,227	28,726	497,276	468,550	3,070,351
Books & Supplies							
Textbooks and Core Materials	-	10,208	10,208	-	20,417	20,417	122,500
Books and Reference Materials	-	218,192	218,192	-	436,383	436,383	2,618,300
School Supplies	7,802	103,153	95,351	7,802	206,306	198,504	1,237,836
Software	8,090	92,784	84,694	8,090	185,568	177,478	1,113,408
Office Expense	886	3,405	2,518	886	6,809	5,923	40,855
Business Meals	-	4,568	4,568	-	9,136	9,136	54,814
Noncapitalized Equipment	9,446	66,902	57,455	9,446	133,803	124,357	802,821
Total Books & Supplies	26,225	499,211	472,987	26,225	998,422	972,198	5,990,534
Subagreement Services							
Special Education	10,419	146,475	136,056	10,419	292,950	282,531	1,757,700
Other Educational Consultants	492	127,006	126,514	492	254,012	253,520	1,524,074
Total Subagreement Services	10,911	273,481	262,570	10,911	546,962	536,051	3,281,774
Operations & Housekeeping							
Auto and Travel	-	7,600	7,600	-	15,200	15,200	91,200
Dues & Memberships	5,104	3,042	(2,062)	5,104	6,083	979	36,500
Insurance	-	217	217	-	433	433	2,600
Utilities	482	-	(482)	482	-	(482)	-
Janitorial Services	850	1,367	517	850	2,733	1,883	16,400
Communications	-	20,119	20,119	-	40,237	40,237	241,422

California Online Public Schools Northern California

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Postage and Shipping	-	690	690	-	1,380	1,380	8,278
Total Operations & Housekeeping	6,436	33,033	26,598	6,436	66,067	59,631	396,400
Facilities, Repairs & Other Leases							
Rent	-	10,542	10,542	-	21,083	21,083	126,500
Additional Rent	-	467	467	-	934	934	5,602
Equipment Leases	-	511	511	-	1,022	1,022	6,130
Repairs and Maintenance	3,400	1,319	(2,081)	3,400	2,637	(763)	15,823
Total Facilities, Repairs & Other Leases	3,400	12,838	9,438	3,400	25,676	22,276	154,055
Professional/Consulting Services							
IT	1,547	28,107	26,560	1,547	56,213	54,667	337,280
Audit & Taxes	-	-	-	-	-	-	14,795
Legal	1,098	7,038	5,940	1,098	14,077	12,979	84,461
Professional Development	-	19,528	19,528	-	39,056	39,056	234,335
General Consulting	17	102,575	102,559	17	205,151	205,134	1,230,905
Bank Charges	192	417	225	402	833	432	5,000
Other Taxes and Fees	58	8,943	8,885	58	17,887	17,828	107,319
Management Fee	19,800	9,900	(9,900)	19,800	19,800	0	118,800
District Oversight Fee	-	7,839	7,839	-	7,839	7,839	219,749
SPED Encroachment	1,040	-	(1,040)	2,080	-	(2,080)	-
Public Relations/Recruitment	11,988	18,983	6,995	11,988	37,967	25,979	227,801
Total Professional/Consulting Services	35,740	203,330	167,591	36,989	398,822	361,833	2,580,445
Total Expenses	**952,968**	**1,838,831**	**885,863**	**1,597,435**	**3,669,823**	**2,072,387**	**23,657,057**
Change in Net Assets	**(252,687)**	**(967,835)**	**715,148**	**(825,886)**	**(2,798,827)**	**1,972,941**	**972,021**
Net Assets, Beginning of Period	5,560,041			6,133,241			
Net Assets, End of Period	**$5,307,354**			**$5,307,354**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Northern California

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 1,706.25
40001	El Paseo Childrens Center Inc.	SpEd Svcs - 03/23-04/23	8/2/2023	43,619.02
40002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	2,656.00
40003	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	3,575.00
40004	TinyEye Therapy Services	SpEd Svcs - 04/23 - 05/23	8/2/2023	1,175.80
40005	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	10,670.00
40006	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	205.99
ACH	Chase Bank	Bank Fee	7/17/2023	115.59
ACH	Chase Bank	Bank Fee	8/15/2023	112.74
			Total Disbursements Issued in August	**$ 63,836.39**

California Online Public Schools Northern California

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Law Offices of Sheila C Bayne Esq.	2023070267	8/22/2023	10/22/2023	$ 14,000	$ -	$ -	$ -	$ -	$ 14,000
Netrix	SOI-000366	8/24/2023	9/23/2023	1,547	-	-	-	-	1,547
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-

CHARTER IMPACT

California Online Public Schools – Central Coast

Monthly Financial Presentation – August 2023

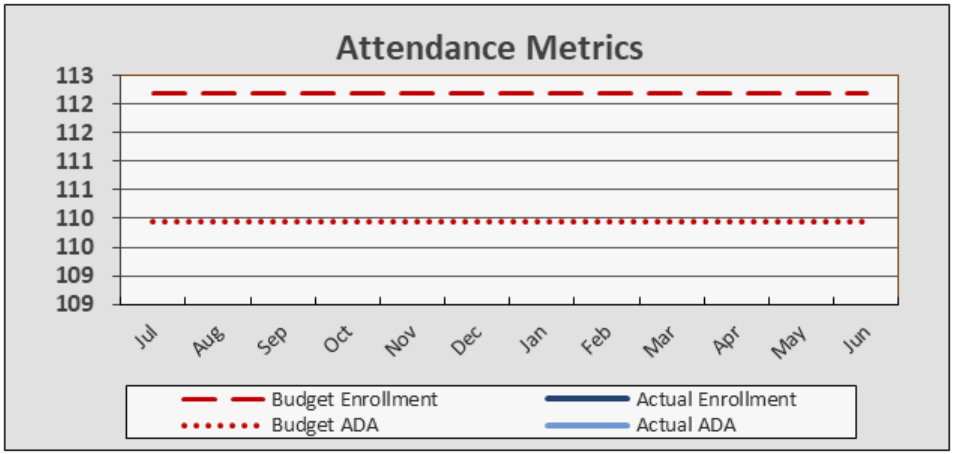
Highlights

- Enrollment forecasted at 112 students
- Attendance forecasted at 110 (98%)
- Revenue forecasted at $1.5M; in line with budget
- Expenses forecasted at $1.4M; in line with budget
- **Surplus forecasted at $133K** with an ending fund balance forecasted at $323K
- August Cash balance is at $1.4M
- Cash projected at $1.6M by fiscal year end

Attendance Data and Metrics

- Enrollment forecasted at 112 students
- ADA forecasted at 110
- Unduplicated rate of 45%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*112*	*112*
ADA	*n/a*	*110*	*110*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*45.3%*	*45.3%*	*45.3%*
Revenue per ADA		*$13,784*	*$13,699*
Expenses per ADA		*$12,566*	*$12,580*



Revenue

- FY24 annual revenues forecasted at $1.5M:
  - No significant variance in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 32,202	$ 73,570	$ (41,368)	$ 1,359,590	$ 1,359,590	$ -
Federal Revenue	-	688	(688)	18,348	13,745	4,603
Other State Revenue	9,426	5,157	4,269	134,356	133,005	1,351
Other Local Revenue	3,386	-	3,386	3,386	-	3,386
Total Revenue	**$ 45,014**	**$ 79,415**	**$ (34,401)**	**$ 1,515,679**	**$ 1,506,339**	**$ 9,340**

Expenses

- FY24 annual expenses forecasted at $1.38M
  - No significant variances in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 87,275	$ 66,837	$ (20,438)	$ 501,663	$ 481,225	$ (20,438)
Classified Salaries	2,085	1,569	(516)	11,816	11,300	(516)
Benefits	1,729	31,497	29,768	184,472	200,476	16,004
Books and Supplies	1,518	50,783	49,265	304,201	304,698	497
Subagreement Services	350	34,687	34,337	208,442	208,122	(320)
Operations	1,535	5,317	3,782	32,959	31,900	(1,059)
Facilities	58	1,208	1,150	6,098	7,248	1,150
Professional Services	2,056	21,368	19,313	132,029	138,310	6,281
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 96,605**	**$ 213,267**	**$ 116,662**	**$ 1,381,680**	**$ 1,383,280**	**$ 1,599**

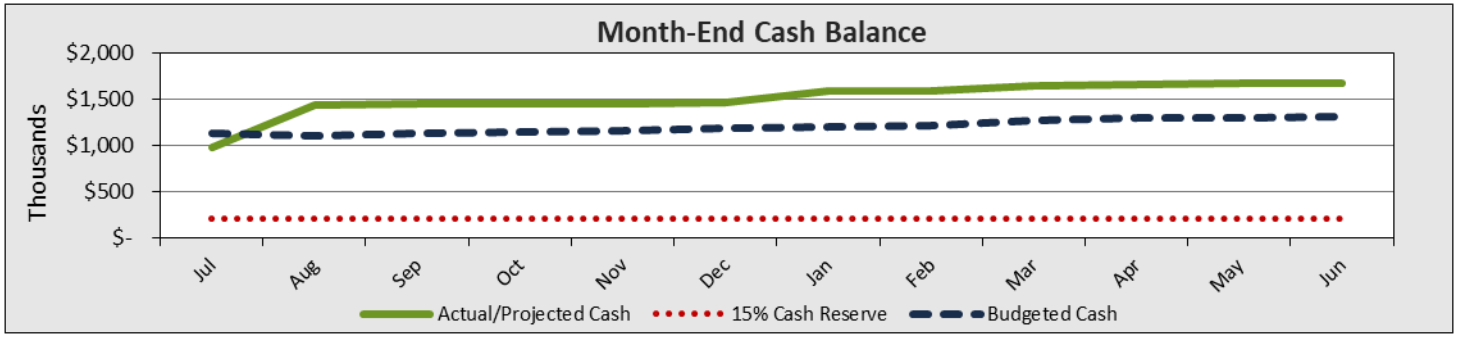
Fund Balance

- **Annual surplus forecasted at $133K**
- Ending fund balance forecasted at $323K (*23% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (51,591)**	**$ (133,852)**	**$ 82,261**	**$ 133,999**	**$ 123,059**	**$ 10,939**
Beginning Fund Balance	189,215	189,215		189,215	189,215	
Ending Fund Balance	**$ 137,624**	**$ 55,363**		**$ 323,214**	**$ 312,274**	
As a % of Annual Expenses	*10.0%*	*4.0%*		*23.4%*	*22.6%*	

Cash Balance

- **Current cash balance of $1.4M**
- Cash projected at $1.6M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 109.96

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 109.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	32,202	33,698	60,657	60,657	60,657	60,657	60,657	60,866	60,866	60,866	60,866	60,867	**673,514**	673,514	-
8012	Education Protection Account	-	-	5,498	-	-	5,498	-	-	5,498	-	-	-	5,498	**21,991**	21,991	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	-	79,744	53,163	53,163	53,163	53,163	53,163	106,176	53,088	53,088	53,088	53,088	**664,085**	664,085	-
		-	32,202	118,940	113,820	113,820	119,317	113,820	113,820	172,539	113,954	113,954	113,954	119,452	**1,359,590**	**1,359,590**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	688	1,238	1,238	1,238	1,238	1,238	1,374	1,374	1,374	1,374	1,374	**13,745**	13,745	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	688	2,389	1,238	1,238	2,389	1,238	1,374	2,524	1,374	1,374	2,524	**18,348**	**13,745**	**4,603**
Other State Revenue																	
8311	State Special Education	4,713	4,713	4,882	8,788	8,788	8,788	8,788	8,788	7,866	7,866	7,866	7,866	7,866	**97,575**	97,575	-
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8550	Mandated Cost	-	-	-	-	-	3,904	-	-	-	-	-	-	-	**3,904**	3,873	31
8560	State Lottery	-	-	-	-	-	-	6,849	-	-	6,849	-	-	13,680	**27,379**	26,060	1,319
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	275	495	495	495	495	495	495	495	495	495	770	**5,498**	5,498	-
		4,713	4,713	5,157	9,282	9,282	13,186	16,132	9,282	8,361	15,210	8,361	8,361	22,316	**134,356**	**133,005**	**1,351**
Other Local Revenue																	
8660	Interest Revenue	-	3,386	-	-	-	-	-	-	-	-	-	-	-	**3,386**	-	3,386
		-	3,386	-	-	-	-	-	-	-	-	-	-	-	**3,386**	**-**	**3,386**
Total Revenue		**4,713**	**40,301**	**124,785**	**125,491**	**124,340**	**133,741**	**132,340**	**124,340**	**182,274**	**131,688**	**123,688**	**123,688**	**144,292**	**1,515,679**	**1,506,339**	**9,340**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	28,107	44,521	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	66,582	**416,635**	399,493	(17,143)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	11	11	11	11	11	11	11	11	11	11	26	**134**	156	22
1200	Pupil Support Salaries	3,055	2,503	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	5,129	**32,056**	30,771	(1,284)
1300	Administrators' Salaries	5,512	3,576	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	8,467	**52,837**	50,805	(2,033)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		36,674	50,601	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	80,204	**501,663**	**481,225**	**(20,438)**
Classified Salaries																	
2100	Instructional Salaries	65	105	69	69	69	69	69	69	69	69	69	69	165	**1,020**	987	(33)
2200	Support Salaries	178	110	110	110	110	110	110	110	110	110	110	110	264	**1,650**	1,582	(68)
2300	Classified Administrators'	843	537	514	514	514	514	514	514	514	514	514	514	1,233	**7,753**	7,401	(352)
2400	Clerical and Office Staff Salaries	152	96	92	92	92	92	92	92	92	92	92	92	222	**1,393**	1,330	(63)
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		1,237	848	785	785	785	785	785	785	785	785	785	785	1,883	**11,816**	**11,300**	**(516)**
Benefits																	
3101	STRS	-	-	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	-	**51,024**	63,829	12,805
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	252	168	39	39	39	39	39	39	39	39	39	39	-	**808**	487	(322)
3311	Medicare	518	720	396	396	396	396	396	396	396	396	396	396	-	**5,202**	4,959	(242)
3401	Health and Welfare	-	-	9,768	9,768	9,768	9,768	9,768	9,768	9,768	9,768	9,768	9,768	-	**97,682**	97,682	-
3501	State Unemployment	31	40	1,437	1,437	1,437	1,437	7,183	5,746	2,873	1,437	1,437	1,437	-	**25,929**	28,731	2,802
3601	Workers' Compensation	-	-	383	383	383	383	383	383	383	383	383	383	-	**3,828**	4,788	961
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		801	928	17,125	17,125	17,125	17,125	22,871	21,435	18,562	17,125	17,125	17,125	-	**184,472**	**200,476**	**16,004**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	740	740	740	740	740	740	740	740	740	740	-	**7,400**	7,400	-
4200	Books and Reference Materials	-	-	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	-	**162,500**	162,500	-
4302	School Supplies	-	456	1,793	1,793	1,793	1,793	1,793	1,793	1,793	1,793	1,793	1,793	-	**18,387**	18,387	-
4305	Software	-	487	6,907	6,907	6,907	6,907	6,907	6,907	6,907	6,907	6,907	6,907	-	**69,554**	69,067	(487)
4310	Office Expense	-	6	211	211	211	211	211	211	211	211	211	211	-	**2,118**	2,535	417
4311	Business Meals	-	-	284	284	284	284	284	284	284	284	284	284	-	**2,835**	3,402	567
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	569	4,084	4,084	4,084	4,084	4,084	4,084	4,084	4,084	4,084	4,084	-	**41,407**	41,407	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	1,518	30,268	30,268	30,268	30,268	30,268	30,268	30,268	30,268	30,268	30,268	-	**304,201**	**304,698**	**497**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	320	10,160	10,160	10,160	10,160	10,160	10,160	10,160	10,160	10,160	10,160	-	**101,920**	101,600	(320)

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 109.96

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	-	30	10,649	10,649	10,649	10,649	10,649	10,649	10,649	10,649	10,649	10,649	-	**106,522**	106,522	-
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	350	20,809	20,809	20,809	20,809	20,809	20,809	20,809	20,809	20,809	20,809	-	**208,442**	**208,122**	**(320)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	**16,000**	16,000	-
5300	Dues & Memberships	-	1,535	108	108	108	108	108	108	108	108	108	108	-	**2,618**	1,300	(1,318)
5400	Insurance	-	-	8	8	8	8	8	8	8	8	8	8	-	**83**	100	17
5501	Utilities	-	-	46	46	46	46	46	46	46	46	46	46	-	**464**	557	93
5502	Janitorial Services	-	-	75	75	75	75	75	75	75	75	75	75	-	**750**	900	150
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	-	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	-	**13,043**	13,043	-
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	1,535	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	-	**32,959**	**31,900**	**(1,059)**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	543	543	543	543	543	543	543	543	543	543	-	**5,433**	6,520	1,087
5602	Additional Rent	-	58	29	29	29	29	29	29	29	29	29	29	-	**348**	348	0
5603	Equipment Leases	-	-	32	32	32	32	32	32	32	32	32	32	-	**317**	380	63
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	58	604	604	604	604	604	604	604	604	604	604	-	**6,098**	**7,248**	**1,150**
Professional/Consulting Services																	
5801	IT	-	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**62,500**	62,500	-
5802	Audit & Taxes	-	-	-	306	306	306	-	-	-	-	-	-	-	**918**	918	-
5803	Legal	-	-	437	437	437	437	437	437	437	437	437	437	-	**4,368**	5,242	874
5804	Professional Development	-	-	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	-	**12,119**	14,543	2,424
5805	General Consulting	-	1	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	-	**12,107**	12,106	(1)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807	Bank Charges	-	-	133	133	133	133	133	133	133	133	133	133	-	**1,333**	1,599	267
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	4	492	492	492	492	492	492	492	492	492	492	-	**4,923**	5,903	980
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	-	1,192	596	596	596	596	596	596	596	596	596	596	-	**7,150**	7,150	0
5812	District Oversight Fee	-	-	1,189	1,138	1,138	1,193	1,138	1,138	1,725	1,140	1,140	1,140	1,517	**13,596**	13,596	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	69	69	-	-	-	-	-	-	-	-	-	-	(138)	-	-	-
5815	Public Relations/Recruitment	-	722	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	-	**13,016**	14,753	1,737
		69	1,987	12,749	13,004	13,004	13,059	12,698	12,698	13,285	12,699	12,699	12,699	1,379	**132,029**	**138,310**	**6,281**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**38,781**	**57,823**	**118,901**	**119,156**	**119,156**	**119,211**	**124,596**	**123,160**	**120,874**	**118,852**	**118,852**	**118,852**	**83,466**	**1,381,680**	**1,383,280**	**1,599**
Monthly Surplus (Deficit)		**(34,068)**	**(17,522)**	**5,883**	**6,334**	**5,184**	**14,530**	**7,744**	**1,180**	**61,400**	**12,836**	**4,836**	**4,836**	**60,826**	**133,999**	**123,060**	**10,939**
															8.8%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(34,068)	(17,522)	5,883	6,334	5,184	14,530	7,744	1,180	61,400	12,836	4,836	4,836	60,826	**133,999**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	-	-	-	-	-	-	107,835	-	-	-	-	-	(144,292)	**(36,458)**		
	Grants and Contributions Rec.	-	420,525	-	-	-	-	-	-	-	-	-	-	-	**420,525**		
	Due To/From Related Parties	38,712	57,168	-	-	-	-	-	-	-	-	-	-	-	**95,880**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	1,190	-	-	-	-	-	-	-	-	-	-	83,466	**84,656**		
	Accrued Expenses	-	(5,408)	-	-	-	-	-	-	-	-	-	-	-	**(5,408)**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 109.96

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	4,644	455,953	5,883	6,334	5,184	14,530	115,579	1,180	61,400	12,836	4,836	4,836				
Cash, Beginning of Month	977,537	982,181	1,438,133	1,444,017	1,450,351	1,455,535	1,470,065	1,585,643	1,586,823	1,648,223	1,661,059	1,665,895				
Cash, End of Month	**982,181**	**1,438,133**	**1,444,017**	**1,450,351**	**1,455,535**	**1,470,065**	**1,585,643**	**1,586,823**	**1,648,223**	**1,661,059**	**1,665,895**	**1,670,731**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Central Coast

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 32,202	$ 33,698	$ (1,496)	$ 32,202	$ 33,698	$ (1,496)	$ 673,514
Education Protection Account	-	-	-	-	-	-	21,991
In Lieu of Property Taxes	-	39,872	(39,872)	-	39,872	(39,872)	664,085
Total State Aid - Revenue Limit	32,202	73,570	(41,368)	32,202	73,570	(41,368)	1,359,590
Federal Revenue							
Special Education - Entitlement	-	688	(688)	-	688	(688)	13,745
Total Federal Revenue	-	688	(688)	-	688	(688)	13,745
Other State Revenue							
State Special Education	4,713	4,882	(169)	9,426	4,882	4,544	97,575
Mandated Cost	-	-	-	-	-	-	3,873
State Lottery	-	-	-	-	-	-	26,060
Other State Revenue	-	275	(275)	-	275	(275)	5,498
Total Other State Revenue	4,713	5,157	(444)	9,426	5,157	4,269	133,005
Other Local Revenue							
Interest Revenue	3,386	-	3,386	3,386	-	3,386	-
Total Other Local Revenue	3,386	-	3,386	3,386	-	3,386	-
Total Revenues	**40,301**	**79,415**	**(39,114)**	**45,014**	**79,415**	**(34,401)**	**1,506,339**
Expenses							
Certificated Salaries							
Teachers' Salaries	44,521	27,743	(16,778)	72,628	55,485	(17,143)	399,493
Teachers' Extra Duty/Stipends	-	11	11	-	22	22	156
Pupil Support Salaries	2,503	2,137	(366)	5,558	4,274	(1,284)	30,771
Administrators' Salaries	3,576	3,528	(48)	9,089	7,056	(2,033)	50,805
Total Certificated Salaries	50,601	33,418	(17,182)	87,275	66,837	(20,438)	481,225
Classified Salaries							
Instructional Salaries	105	69	(37)	170	137	(33)	987
Support Salaries	110	110	(1)	288	220	(68)	1,582
Supervisors' and Administrators' Salaries	537	514	(23)	1,380	1,028	(352)	7,401
Clerical and Office Staff Salaries	96	92	(3)	247	185	(63)	1,331
Total Classified Salaries	848	785	(64)	2,085	1,569	(516)	11,300
Benefits							
State Teachers' Retirement System, certificated positions	-	5,319	5,319	-	10,638	10,638	63,829
OASDI/Medicare/Alternative, certificated positions	168	41	(128)	420	81	(339)	486
Medicare/Alternative, certificated positions	720	413	(306)	1,238	827	(411)	4,959
Health and Welfare Benefits, certificated positions	-	8,140	8,140	-	16,280	16,280	97,682
State Unemployment Insurance, certificated positions	40	1,437	1,397	71	2,873	2,802	28,731
Workers' Compensation Insurance, certificated positions	-	399	399	-	798	798	4,788
Total Benefits	928	15,749	14,821	1,729	31,497	29,768	200,476
Books & Supplies							
Textbooks and Core Materials	-	617	617	-	1,233	1,233	7,400
Books and Reference Materials	-	13,542	13,542	-	27,083	27,083	162,500
School Supplies	456	1,532	1,076	456	3,064	2,608	18,387
Software	487	5,756	5,269	487	11,511	11,024	69,067
Office Expense	6	211	205	6	423	417	2,535
Business Meals	-	284	284	-	567	567	3,402
Noncapitalized Equipment	569	3,451	2,882	569	6,901	6,333	41,407
Total Books & Supplies	1,518	25,391	23,874	1,518	50,783	49,265	304,698
Subagreement Services							
Special Education	320	8,467	8,147	320	16,933	16,613	101,600
Other Educational Consultants	30	8,877	8,847	30	17,754	17,724	106,522
Total Subagreement Services	350	17,344	16,994	350	34,687	34,337	208,122
Operations & Housekeeping							
Auto and Travel	-	1,333	1,333	-	2,667	2,667	16,000
Dues & Memberships	1,535	108	(1,427)	1,535	217	(1,318)	1,300
Insurance	-	8	8	-	17	17	100
Utilities	-	46	46	-	93	93	557
Janitorial Services	-	75	75	-	150	150	900

California Online Public Schools Central Coast

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	-	1,087	1,087	-	2,174	2,174	13,043
Total Operations & Housekeeping	1,535	2,658	1,123	1,535	5,317	3,782	31,900
Facilities, Repairs & Other Leases							
Rent	-	543	543	-	1,087	1,087	6,520
Additional Rent	58	29	(29)	58	58	0	348
Equipment Leases	-	32	32	-	63	63	380
Total Facilities, Repairs & Other Leases	58	604	546	58	1,208	1,150	7,248
Professional/Consulting Services							
IT	-	5,208	5,208	-	10,417	10,417	62,500
Audit & Taxes	-	-	-	-	-	-	918
Legal	-	437	437	-	874	874	5,242
Professional Development	-	1,212	1,212	-	2,424	2,424	14,543
General Consulting	1	1,009	1,008	1	2,018	2,017	12,106
Bank Charges	-	133	133	-	267	267	1,599
Other Taxes and Fees	4	492	488	4	984	980	5,903
Management Fee	1,192	596	(596)	1,192	1,192	-	7,150
District Oversight Fee	-	736	736	-	736	736	13,596
SPED Encroachment	69	-	(69)	138	-	(138)	-
Public Relations/Recruitment	722	1,229	508	722	2,459	1,737	14,753
Total Professional/Consulting Services	1,987	11,052	9,065	2,056	21,368	19,313	138,310
Total Expenses	**57,823**	**107,001**	**49,178**	**96,605**	**213,267**	**116,662**	**1,383,280**
Change in Net Assets	**(17,522)**	**(27,586)**	**10,064**	**(51,590)**	**(133,852)**	**82,262**	**123,060**
Net Assets, Beginning of Period	150,335			184,403			
Net Assets, End of Period	**$ 132,812**			**$ 132,812**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Central Coast

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70000	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	$ 3,297.18
70001	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	910.00
70002	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	320.00
70003	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	135.00
70004	Effectual Educational Consulting Services	SpEd Svcs - 06/23	8/18/2023	142.00
			Total Disbursements Issued in August	**$ 4,804.18**

California Online Public Schools Monterey Bay

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
WASC - Accrediting Commission for School 1318626		8/15/2023	9/14/2023	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190
			Total Outstanding Invoices	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190

CHARTER IMPACT

California Online Public Schools – Monterey Bay

Monthly Financial Presentation – August 2023

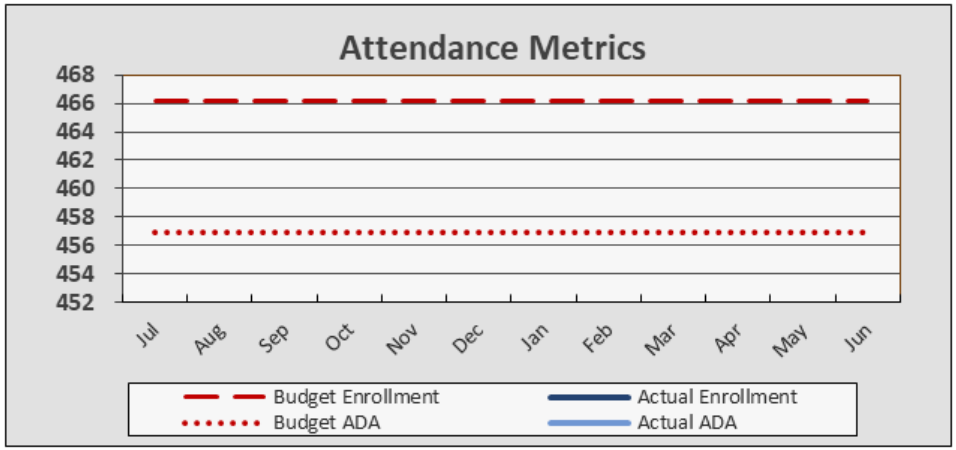
Highlights

- Enrollment forecasted at 471 students
- Attendance forecasted at 462 (98%)
- Revenue forecasted at $6.3M; in line with budget
- Expenses forecasted at $5.9M; in line with budget
- **Surplus forecasted at $336K** with an ending fund balance forecasted at $567K
- August Cash balance is at $1.9M
- Cash projected at $2.2M by fiscal year end

Attendance Data and Metrics

- Enrollment forecasted at 471 students
- ADA forecasted at 462
- Unduplicated rate of 37%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*471*	*471*
ADA	*n/a*	*462*	*462*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*37.1%*	*37.1%*	*37.1%*
Revenue per ADA		*$13,656*	*$13,576*
Expenses per ADA		*$12,927*	*$12,971*



Revenue

- FY24 annual revenues forecasted at $6.3M:
  - No significant variance in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 142,326	$ 302,539	$ (160,213)	$ 5,652,685	$ 5,652,685	$ -
Federal Revenue	-	2,864	(2,864)	88,711	57,727	30,984
Other State Revenue	39,256	21,485	17,771	564,754	559,089	5,665
Other Local Revenue	377	-	377	377	-	377
Total Revenue	**$ 181,959**	**$ 326,888**	**$ (144,929)**	**$ 6,306,527**	**$ 6,269,501**	**$ 37,026**

Expenses

- FY24 annual expenses forecasted at $6M
  - No significant variances in plan since budget inception

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 382,666	$ 293,054	$ (89,612)	$ 2,199,599	$ 2,109,987	$ (89,612)
Classified Salaries	9,143	6,882	(2,262)	51,809	49,547	(2,262)
Benefits	7,580	150,543	142,963	883,001	953,016	70,015
Books and Supplies	6,654	213,836	207,182	1,275,827	1,283,017	7,190
Subagreement Services	820	143,145	142,325	859,559	858,869	(690)
Operations	2,472	16,017	13,545	91,694	96,100	4,406
Facilities	-	5,983	5,983	29,917	35,900	5,983
Professional Services	8,980	93,549	84,568	578,694	603,580	24,886
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 418,315**	**$ 923,008**	**$ 504,693**	**$ 5,970,099**	**$ 5,990,017**	**$ 19,917**

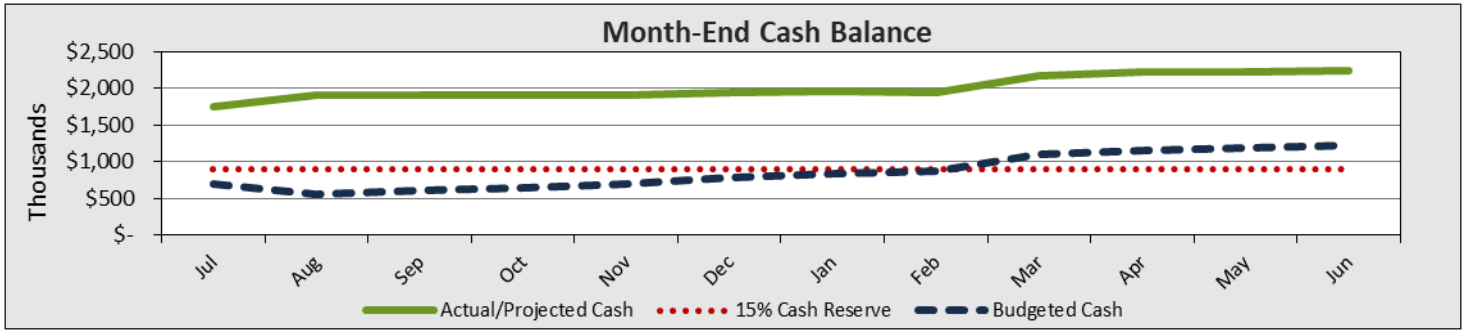
Fund Balance

- **Annual surplus forecasted at $336K**
- Ending fund balance forecasted at $567K (*9.5% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (236,356)**	**$ (596,120)**	**$ 359,764**	**$ 336,428**	**$ 279,484**	**$ 56,943**
Beginning Fund Balance	230,726	230,726		230,726	230,726	
Ending Fund Balance	**$ (5,630)**	**$ (365,394)**		**$ 567,154**	**$ 510,210**	
As a % of Annual Expenses	*-0.1%*	*-6.1%*		*9.5%*	*8.5%*	

Cash Balance

- **Current cash balance of $1.9M** (*116 days*)
- Cash projected at $2.2M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 461.82

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 461.82	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	142,326	142,380	256,284	256,284	256,284	256,284	256,284	260,776	260,776	260,776	260,776	260,777	**2,870,004**	2,870,004	-
8012	Education Protection Account	-	-	23,091	-	-	23,091	-	-	23,091	-	-	-	23,091	**92,363**	92,363	-
8096	In Lieu of Property Taxes	-	-	320,318	213,545	213,545	213,545	213,545	213,545	434,091	217,046	217,046	217,046	217,046	**2,690,318**	2,690,318	-
		-	142,326	485,789	469,829	469,829	492,920	469,829	469,829	717,958	477,821	477,821	477,821	500,913	**5,652,685**	**5,652,685**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	2,864	5,155	5,155	5,155	5,155	5,155	5,818	5,818	5,818	5,818	5,818	**57,727**	57,727	-
8296	Other Federal Revenue	-	-	-	7,746	-	-	7,746	-	-	7,746	-	-	7,746	**30,984**	-	30,984
		-	-	2,864	12,901	5,155	5,155	12,901	5,155	5,818	13,564	5,818	5,818	13,564	**88,711**	**57,727**	**30,984**
Other State Revenue																	
8311	State Special Education	19,628	19,628	20,331	36,595	36,595	36,595	36,595	36,595	33,450	33,450	33,450	33,450	33,450	**409,815**	409,815	-
8550	Mandated Cost	-	-	-	-	-	16,856	-	-	-	-	-	-	-	**16,856**	16,733	123
8560	State Lottery	-	-	-	-	-	-	28,524	-	-	28,524	-	-	57,945	**114,992**	109,450	5,542
8599	Other State Revenue	-	-	1,155	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	3,233	**23,091**	23,091	-
		19,628	19,628	21,485	38,674	38,674	55,530	67,197	38,674	35,528	64,052	35,528	35,528	94,628	**564,754**	**559,089**	**5,665**
Other Local Revenue																	
8660	Interest Revenue	-	377	-	-	-	-	-	-	-	-	-	-	-	**377**	-	377
		-	377	-	-	-	-	-	-	-	-	-	-	-	**377**	**-**	**377**
Total Revenue		**19,628**	**162,331**	**510,138**	**521,404**	**513,658**	**553,605**	**549,927**	**513,658**	**759,304**	**555,437**	**519,167**	**519,167**	**609,104**	**6,306,527**	**6,269,501**	**37,026**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	123,237	195,207	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	291,937	**1,826,786**	1,751,622	(75,164)
1175	Teachers' Extra Duty/Stipends	-	-	48	48	48	48	48	48	48	48	48	48	114	**589**	684	95
1200	Pupil Support Salaries	13,394	10,976	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	22,487	**140,552**	134,921	(5,631)
1300	Administrators' Salaries	24,169	15,681	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	37,127	**231,672**	222,760	(8,912)
		160,801	221,864	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	351,665	**2,199,599**	**2,109,987**	**(89,612)**
Classified Salaries																	
2100	Instructional Salaries	284	461	301	301	301	301	301	301	301	301	301	301	721	**4,473**	4,329	(144)
2200	Support Salaries	778	484	482	482	482	482	482	482	482	482	482	482	1,156	**7,234**	6,934	(300)
2300	Classified Administrators'	3,695	2,355	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	5,408	**33,993**	32,450	(1,543)
2400	Clerical and Office Staff Salaries	665	420	405	405	405	405	405	405	405	405	405	405	972	**6,109**	5,834	(275)
		5,423	3,720	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	8,258	**51,809**	**49,547**	**(2,262)**
Benefits																	
3101	STRS	-	-	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	-	**223,720**	279,866	56,146
3301	OASDI	1,107	737	170	170	170	170	170	170	170	170	170	170	-	**3,544**	2,133	(1,410)
3311	Medicare	2,271	3,155	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	-	**22,808**	21,745	(1,062)
3401	Health and Welfare	-	-	50,388	50,388	50,388	50,388	50,388	50,388	50,388	50,388	50,388	50,388	-	**503,880**	503,880	-
3501	State Unemployment	136	175	6,220	6,220	6,220	6,220	31,099	24,879	12,440	6,220	6,220	6,220	-	**112,267**	124,396	12,129
3601	Workers' Compensation	-	-	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	-	**16,782**	20,995	4,213
		3,514	4,067	82,566	82,566	82,566	82,566	107,445	101,226	88,786	82,566	82,566	82,566	-	**883,001**	**953,016**	**70,015**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	-	**25,667**	30,800	5,133
4200	Books and Reference Materials	-	-	69,168	69,168	69,168	69,168	69,168	69,168	69,168	69,168	69,168	69,168	-	**691,678**	691,678	-
4302	School Supplies	-	2,001	5,488	5,488	5,488	5,488	5,488	5,488	5,488	5,488	5,488	5,488	-	**56,881**	56,881	-
4305	Software	-	2,135	31,010	31,010	31,010	31,010	31,010	31,010	31,010	31,010	31,010	31,010	-	**312,231**	310,096	(2,135)
4310	Office Expense	-	26	901	901	901	901	901	901	901	901	901	901	-	**9,032**	10,807	1,775
4311	Business Meals	-	-	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	**12,083**	14,499	2,417
4400	Noncapitalized Equipment	-	2,493	16,576	16,576	16,576	16,576	16,576	16,576	16,576	16,576	16,576	16,576	-	**168,256**	168,256	-
		-	6,654	126,917	126,917	126,917	126,917	126,917	126,917	126,917	126,917	126,917	126,917	-	**1,275,827**	**1,283,017**	**7,190**
Subagreement Services																	
5102	Special Education	-	690	40,310	40,310	40,310	40,310	40,310	40,310	40,310	40,310	40,310	40,310	-	**403,790**	403,100	(690)
5106	Other Educational Consultants	-	130	45,564	45,564	45,564	45,564	45,564	45,564	45,564	45,564	45,564	45,564	-	**455,769**	455,769	-
		-	820	85,874	85,874	85,874	85,874	85,874	85,874	85,874	85,874	85,874	85,874	-	**859,559**	**858,869**	**(690)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	-	**19,833**	23,800	3,967
5300	Dues & Memberships	-	2,472	625	625	625	625	625	625	625	625	625	625	-	**8,722**	7,500	(1,222)
5400	Insurance	-	-	58	58	58	58	58	58	58	58	58	58	-	**583**	700	117
5501	Utilities	-	-	198	198	198	198	198	198	198	198	198	198	-	**1,979**	2,375	396
5502	Janitorial Services	-	-	392	392	392	392	392	392	392	392	392	392	-	**3,917**	4,700	783
5900	Communications	-	-	5,484	5,484	5,484	5,484	5,484	5,484	5,484	5,484	5,484	5,484	-	**54,835**	54,835	-
5901	Postage and Shipping	-	-	183	183	183	183	183	183	183	183	183	183	-	**1,825**	2,190	365
		-	2,472	8,922	8,922	8,922	8,922	8,922	8,922	8,922	8,922	8,922	8,922	-	**91,694**	**96,100**	**4,406**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	-	**28,682**	34,418	5,736

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 461.82

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5602	Additional Rent	-	-	124	124	124	124	124	124	124	124	124	124	-	**1,235**	1,482	247
		-	-	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	**29,917**	**35,900**	**5,983**
Professional/Consulting Services																	
5801	IT	-	-	7,363	7,363	7,363	7,363	7,363	7,363	7,363	7,363	7,363	7,363	-	**73,627**	73,627	-
5802	Audit & Taxes	-	-	-	1,304	1,304	1,304	-	-	-	-	-	-	-	**3,913**	3,913	-
5803	Legal	-	-	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	-	**18,618**	22,341	3,724
5804	Professional Development	-	-	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	-	**51,653**	61,984	10,331
5805	General Consulting	-	4	26,975	26,975	26,975	26,975	26,975	26,975	26,975	26,975	26,975	26,975	-	**269,753**	269,748	(4)
5807	Bank Charges	-	-	36	36	36	36	36	36	36	36	36	36	-	**358**	430	72
5809	Other taxes and fees	-	15	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	-	**21,410**	25,673	4,263
5811	Management Fee	-	5,225	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	-	**31,350**	31,350	0
5812	District Oversight Fee	-	-	4,858	4,698	4,698	4,929	4,698	4,698	7,180	4,778	4,778	4,778	6,432	**56,527**	56,527	-
5815	Public Relations/Recruitment	-	3,164	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	-	**51,486**	57,987	6,501
		286	8,694	55,842	56,987	56,987	57,218	55,683	55,683	58,164	55,763	55,763	55,763	5,860	**578,694**	**603,580**	**24,886**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**170,024**	**248,291**	**513,081**	**514,226**	**514,226**	**514,457**	**537,801**	**531,581**	**521,623**	**513,002**	**513,002**	**513,002**	**365,783**	**5,970,099**	**5,990,017**	**19,917**
Monthly Surplus (Deficit)		**(150,396)**	**(85,960)**	**(2,944)**	**7,177**	**(569)**	**39,147**	**12,126**	**(17,924)**	**237,681**	**42,435**	**6,166**	**6,166**	**243,322**	**336,428**	**279,484**	**56,943**
															5.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(150,396)	(85,960)	(2,944)	7,177	(569)	39,147	12,126	(17,924)	237,681	42,435	6,166	6,166	243,322	**336,428**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(609,104)	**(609,104)**		
	Grants and Contributions Rec.	271,517	23,138	-	-	-	-	-	-	-	-	-	-	-	**294,655**		
	Due To/From Related Parties	(775,338)	304,191	-	-	-	-	-	-	-	-	-	-	-	**(471,147)**		
	Prepaid Expenses	-	(117)	-	-	-	-	-	-	-	-	-	-	-	**(117)**		
	Other Assets	-	(13,970)	-	-	-	-	-	-	-	-	-	-	-	**(13,970)**		
	Accounts Payable	-	(81,092)	-	-	-	-	-	-	-	-	-	-	365,783	**284,690**		
	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(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		(654,217)	146,190	(2,944)	7,177	(569)	39,147	12,126	(17,924)	237,681	42,435	6,166	6,166				
Cash, Beginning of Month		2,411,640	1,757,423	1,903,613	1,900,669	1,907,847	1,907,278	1,946,426	1,958,552	1,940,628	2,178,309	2,220,744	2,226,909				
Cash, End of Month		**1,757,423**	**1,903,613**	**1,900,669**	**1,907,847**	**1,907,278**	**1,946,426**	**1,958,552**	**1,940,628**	**2,178,309**	**2,220,744**	**2,226,909**	**2,233,075**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 142,326	$ 142,380	$ (54)	$ 142,326	$ 142,380	$ (54)	$ 2,870,004
Education Protection Account	-	-	-	-	-	-	92,363
In Lieu of Property Taxes	-	160,159	(160,159)	-	160,159	(160,159)	2,690,318
Total State Aid - Revenue Limit	142,326	302,539	(160,213)	142,326	302,539	(160,213)	5,652,685
Federal Revenue							
Special Education - Entitlement	-	2,864	(2,864)	-	2,864	(2,864)	57,727
Total Federal Revenue	-	2,864	(2,864)	-	2,864	(2,864)	57,727
Other State Revenue							
State Special Education	19,628	20,331	(703)	39,256	20,331	18,925	409,815
Mandated Cost	-	-	-	-	-	-	16,733
State Lottery	-	-	-	-	-	-	109,450
Other State Revenue	-	1,155	(1,155)	-	1,155	(1,155)	23,091
Total Other State Revenue	19,628	21,485	(1,857)	39,256	21,485	17,771	559,089
Other Local Revenue							
Interest Revenue	377	-	377	377	-	377	-
Total Other Local Revenue	377	-	377	377	-	377	-
Total Revenues	**162,331**	**326,888**	**(164,557)**	**181,959**	**326,888**	**(144,929)**	**6,269,501**
Expenses							
Certificated Salaries							
Teachers' Salaries	195,207	121,640	(73,567)	318,445	243,281	(75,164)	1,751,622
Teachers' Extra Duty/Stipends	-	48	48	-	95	95	684
Pupil Support Salaries	10,976	9,370	(1,606)	24,370	18,739	(5,631)	134,921
Administrators' Salaries	15,681	15,469	(212)	39,851	30,939	(8,912)	222,760
Total Certificated Salaries	221,864	146,527	(75,337)	382,666	293,054	(89,612)	2,109,987
Classified Salaries							
Instructional Salaries	461	301	(160)	745	601	(144)	4,329
Support Salaries	484	482	(3)	1,263	963	(300)	6,934
Supervisors' and Administrators' Salaries	2,355	2,253	(102)	6,050	4,507	(1,543)	32,450
Clerical and Office Staff Salaries	420	405	(15)	1,085	810	(275)	5,834
Total Classified Salaries	3,720	3,441	(279)	9,143	6,882	(2,262)	49,547
Benefits							
State Teachers' Retirement System, certificated positions	-	23,322	23,322	-	46,644	46,644	279,866
OASDI/Medicare/Alternative, certificated positions	737	178	(559)	1,843	356	(1,488)	2,133
Medicare/Alternative, certificated positions	3,155	1,812	(1,343)	5,426	3,624	(1,802)	21,745
Health and Welfare Benefits, certificated positions	-	41,990	41,990	-	83,980	83,980	503,880
State Unemployment Insurance, certificated positions	175	6,220	6,045	311	12,440	12,129	124,396
Workers' Compensation Insurance, certificated positions	-	1,750	1,750	-	3,499	3,499	20,995
Total Benefits	4,067	75,272	71,205	7,580	150,543	142,963	953,016
Books & Supplies							
Textbooks and Core Materials	-	2,567	2,567	-	5,133	5,133	30,800
Books and Reference Materials	-	57,640	57,640	-	115,280	115,280	691,678
School Supplies	2,001	4,740	2,739	2,001	9,480	7,479	56,881
Software	2,135	25,841	23,707	2,135	51,683	49,548	310,096
Office Expense	26	901	875	26	1,801	1,775	10,807
Business Meals	-	1,208	1,208	-	2,417	2,417	14,499
Noncapitalized Equipment	2,493	14,021	11,529	2,493	28,043	25,550	168,256
Total Books & Supplies	6,654	106,918	100,264	6,654	213,836	207,182	1,283,017
Subagreement Services							
Special Education	690	33,592	32,902	690	67,183	66,493	403,100
Other Educational Consultants	130	37,981	37,851	130	75,961	75,832	455,769
Total Subagreement Services	820	71,572	70,753	820	143,145	142,325	858,869
Operations & Housekeeping							
Auto and Travel	-	1,983	1,983	-	3,967	3,967	23,800
Dues & Memberships	2,472	625	(1,847)	2,472	1,250	(1,222)	7,500
Insurance	-	58	58	-	117	117	700
Utilities	-	198	198	-	396	396	2,375
Janitorial Services	-	392	392	-	783	783	4,700

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	-	4,570	4,570	-	9,139	9,139	54,835
Postage and Shipping	-	183	183	-	365	365	2,190
Total Operations & Housekeeping	2,472	8,008	5,537	2,472	16,017	13,545	96,100
Facilities, Repairs & Other Leases							
Rent	-	2,868	2,868	-	5,736	5,736	34,418
Additional Rent	-	124	124	-	247	247	1,482
Total Facilities, Repairs & Other Leases	-	2,992	2,992	-	5,983	5,983	35,900
Professional/Consulting Services							
IT	-	6,136	6,136	-	12,271	12,271	73,627
Audit & Taxes	-	-	-	-	-	-	3,913
Legal	-	1,862	1,862	-	3,724	3,724	22,341
Professional Development	-	5,165	5,165	-	10,331	10,331	61,984
General Consulting	4	22,479	22,475	4	44,958	44,954	269,748
Bank Charges	-	36	36	-	72	72	430
Other Taxes and Fees	15	2,139	2,124	15	4,279	4,263	25,673
Management Fee	5,225	2,613	(2,612)	5,225	5,225	0	31,350
District Oversight Fee	-	3,025	3,025	-	3,025	3,025	56,527
SPED Encroachment	286	-	(286)	572	-	(572)	-
Public Relations/Recruitment	3,164	4,832	1,669	3,164	9,665	6,501	57,987
Total Professional/Consulting Services	8,694	48,287	39,593	8,980	93,549	84,568	603,580
Total Expenses	**248,291**	**463,017**	**214,726**	**418,315**	**923,008**	**504,693**	**5,990,016**
Change in Net Assets	**(85,960)**	**(136,129)**	**50,169**	**(236,356)**	**(596,120)**	**359,764**	**279,485**
Net Assets, Beginning of Period	207,390			357,786			
Net Assets, End of Period	**$ 121,430**			**$ 121,430**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Monterey Bay

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 580.00
60001	Effectual Educational Consulting Services	SpEd Svcs - 03/23-04/23	8/2/2023	14,881.60
60002	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	116,577.65
60003	Jostens	School Supplies	8/2/2023	220.83
60004	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	30,394.31
60005	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	6,275.00
60006	Specialized Therapy Services Inc	SpEd Svcs - 06/23	8/2/2023	125.00
60007	Teamwork Speech Therapy	SpEd Svcs - 06/23	8/2/2023	300.00
60008	TinyEye Therapy Services	SpEd Svcs - 05/23	8/2/2023	943.43
60009	E-3 Systems	Maintenance & Repair Svcs - 07/23 - Low Voltage Instalation	8/10/2023	4,113.84
60010	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	36,321.55
60011	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	876.20
60012	Alhambra	Drinking Water - 07/23	8/18/2023	73.94
60013	Leigh Law Group PC	Legal Svcs - 06/23	8/18/2023	8,200.00
60014	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 07/23	8/25/2023	1,098.00
60015	Modesto Irrigation District	Utilities Svcs - 07/13/23 - 08/10/23	8/25/2023	481.56
60016	Next Level Housekeeping Services	Cleaning Svcs - 08/23 - 07/23	8/25/2023	850.00
ACH	Chase Bank	Bank Fee	7/17/2023	153.39
ACH	Chase Bank	Bank Fee	8/15/2023	141.63

Total Disbursements Issued in August $ 222,607.93

California Online Public Schools Monterey Bay

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
WASC - Accrediting Commission for School 1318627		8/15/2023	9/14/2023	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190
			Total Outstanding Invoices	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190

CHARTER IMPACT

California Online Public Schools – Central Valley

Monthly Financial Presentation – August 2023

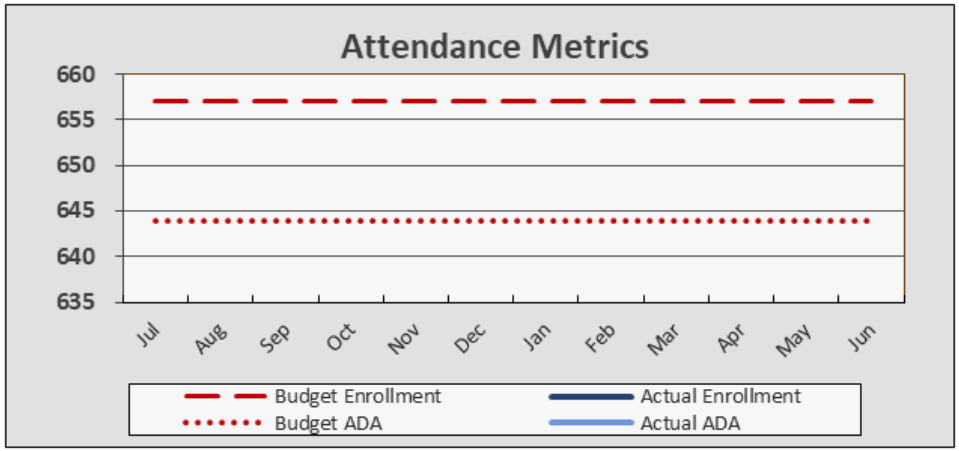
Highlights

- Enrollment forecasted at 657 students
- Attendance forecasted at 644 (98%)
- Revenue forecasted at $10.1M; in line with budget
- Expenses forecasted at $9.2M; in line with budget
- **Surplus forecasted at $950K** with an ending fund balance forecasted at $4.M
- August Cash balance is at $6.7M
- Cash projected at $7M by fiscal year end

Attendance Data and Metrics

- Enrollment forecasted at 657 students
- ADA forecasted at 644
- Unduplicated rate of 64%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*657*	*657*
ADA	*n/a*	*644*	*644*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*64.0%*	*64.0%*	*64.0%*
Revenue per ADA		*$15,737*	*$15,662*
Expenses per ADA		*$14,252*	*$14,517*



Revenue

- FY24 annual revenues forecasted at $10.1M:
  - No significant variance in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 298,722	$ 338,180	$ (39,457)	$ 8,640,774	$ 8,640,774	$ -
Federal Revenue	-	4,133	(4,133)	702,488	662,318	40,170
Other State Revenue	58,121	30,952	27,169	787,093	779,179	7,914
Other Local Revenue	181	-	181	181	-	181
Total Revenue	**$ 357,024**	**$ 373,265**	**$ (16,240)**	**$ 10,130,536**	**$ 10,082,271**	**$ 48,265**

Expenses

- FY24 annual expenses forecasted at $9.2M
  - No significant variances in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 530,361	$ 406,162	$ (124,199)	$ 3,048,567	$ 2,924,368	$ (124,199)
Classified Salaries	12,672	9,538	(3,134)	71,805	68,671	(3,134)
Benefits	10,506	198,766	188,260	1,160,742	1,260,007	99,265
Books and Supplies	9,223	426,547	417,324	2,558,998	2,559,281	283
Subagreement Services	3,755	208,981	205,226	1,151,044	1,253,886	102,842
Operations	2,934	24,658	21,724	126,221	147,945	21,724
Facilities	-	7,167	7,167	35,833	43,000	7,167
Professional Services	12,692	169,471	156,779	1,021,110	1,088,250	67,140
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 582,142**	**$ 1,451,288**	**$ 869,146**	**$ 9,174,320**	**$ 9,345,407**	**$ 171,087**

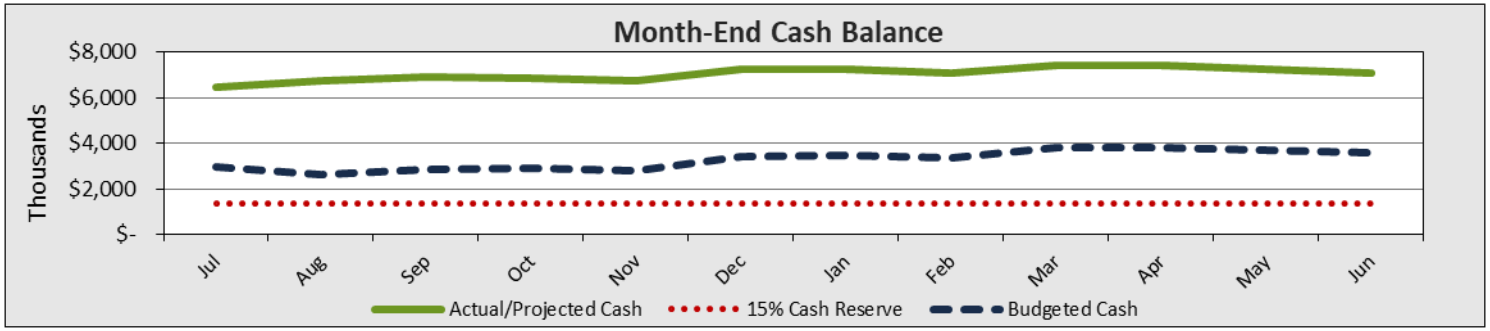
Fund Balance

- **Annual surplus forecasted at $950K**
- Ending fund balance forecasted at $4M (*43% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (225,118)**	**$ (1,078,023)**	**$ 852,906**	**$ 956,216**	**$ 736,864**	**$ 219,352**
Beginning Fund Balance	3,011,132	3,011,132		3,011,132	3,011,132	
Ending Fund Balance	**$ 2,786,014**	**$ 1,933,109**		**$ 3,967,348**	**$ 3,747,996**	
As a % of Annual Expenses	*30.4%*	*20.7%*		*43.2%*	*40.1%*	

Cash Balance

- **Current cash balance of $23.6M** (*250 days*)
- Cash projected at $7M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 643.74

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 643.74	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	298,722	314,351	565,833	565,833	565,833	565,833	565,833	535,537	535,537	535,537	535,537	535,538	**6,119,923**	6,119,923	-
8012	Education Protection Account	-	-	533,568	-	-	533,568	-	-	533,568	-	-	-	533,568	**2,134,271**	2,134,271	-
8096	In Lieu of Property Taxes	-	-	47,656	31,771	31,771	31,771	31,771	31,771	60,023	30,012	30,012	30,012	30,012	**386,580**	386,580	-
		-	298,722	895,575	597,603	597,603	1,131,171	597,603	597,603	1,129,128	565,549	565,549	565,549	1,099,117	**8,640,774**	**8,640,774**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	4,133	7,440	7,440	7,440	7,440	7,440	7,827	7,827	7,827	7,827	7,827	**80,468**	80,468	-
8290	Title I, Part A - Basic Low Income	-	-	35,133	-	-	105,399	-	-	-	-	-	-	-	**140,532**	140,532	-
8291	Title II, Part A - Teacher Quality	-	-	5,581	-	-	16,743	-	-	-	-	-	-	-	**22,324**	22,324	-
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,964	**10,964**	10,964	-
8296	Other Federal Revenue	-	-	-	112,050	-	-	112,050	-	-	112,050	-	-	112,050	**448,200**	408,030	40,170
		-	-	44,847	119,490	7,440	129,582	119,490	7,440	7,827	119,877	7,827	7,827	130,841	**702,488**	**662,318**	**40,170**
Other State Revenue																	
8311	State Special Education	27,750	27,750	29,343	52,817	52,817	52,817	52,817	52,817	44,466	44,466	44,466	44,466	44,466	**571,257**	571,257	-
8550	Mandated Cost	-	-	-	-	-	23,357	-	-	-	-	-	-	-	**23,357**	23,168	189
8560	State Lottery	-	-	-	-	-	-	41,167	-	-	41,167	-	-	77,958	**160,292**	152,567	7,725
8599	Other State Revenue	-	2,621	1,609	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	1,885	**32,187**	32,187	-
		27,750	30,371	30,952	55,714	55,714	79,071	96,881	55,714	47,363	88,530	47,363	47,363	124,308	**787,093**	**779,179**	**7,914**
Other Local Revenue																	
8660	Interest Revenue	83	98	-	-	-	-	-	-	-	-	-	-	-	**181**	-	181
		83	98	-	-	-	-	-	-	-	-	-	-	-	**181**	**-**	**181**
Total Revenue		**27,833**	**329,192**	**971,375**	**772,807**	**660,757**	**1,339,824**	**813,974**	**660,757**	**1,184,318**	**773,956**	**620,738**	**620,738**	**1,354,267**	**10,130,536**	**10,082,271**	**48,265**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	170,803	270,551	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	404,615	**2,531,862**	2,427,687	(104,175)
1175	Teachers' Extra Duty/Stipends	-	-	66	66	66	66	66	66	66	66	66	66	158	**816**	948	132
1200	Pupil Support Salaries	18,564	15,212	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	31,166	**194,800**	186,996	(7,804)
1300	Administrators' Salaries	33,498	21,734	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	51,456	**321,089**	308,737	(12,352)
		222,865	307,496	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	487,395	**3,048,567**	**2,924,368**	**(124,199)**
Classified Salaries																	
2100	Instructional Salaries	394	639	417	417	417	417	417	417	417	417	417	417	1,000	**6,199**	6,000	(199)
2200	Support Salaries	1,079	671	667	667	667	667	667	667	667	667	667	667	1,602	**10,026**	9,611	(415)
2300	Classified Administrators' Salaries	5,121	3,264	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	7,496	**47,114**	44,975	(2,139)
2400	Clerical and Office Staff Salaries	922	582	561	561	561	561	561	561	561	561	561	561	1,348	**8,466**	8,085	(381)
		7,516	5,156	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	11,445	**71,805**	**68,671**	**(3,134)**
Benefits																	
3101	STRS	-	-	31,007	31,007	31,007	31,007	31,007	31,007	31,007	31,007	31,007	31,007	-	**310,069**	387,885	77,816
3202	PERS	-	-	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	-	**10,261**	12,876	2,614
3301	OASDI	1,534	1,021	236	236	236	236	236	236	236	236	236	236	-	**4,911**	2,957	(1,955)
3311	Medicare	3,147	4,373	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	**31,611**	30,138	(1,472)
3401	Health and Welfare	-	-	62,852	62,852	62,852	62,852	62,852	62,852	62,852	62,852	62,852	62,852	-	**628,524**	628,524	-
3501	State Unemployment	189	242	8,426	8,426	8,426	8,426	42,132	33,706	16,853	8,426	8,426	8,426	-	**152,106**	168,528	16,422
3601	Workers' Compensation	-	-	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-	**23,260**	29,099	5,839
		4,870	5,636	108,282	108,282	108,282	108,282	141,988	133,562	116,709	108,282	108,282	108,282	-	**1,160,742**	**1,260,007**	**99,265**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	4,230	4,230	4,230	4,230	4,230	4,230	4,230	4,230	4,230	4,230	-	**42,300**	42,300	-
4200	Books and Reference Materials	-	-	88,652	88,652	88,652	88,652	88,652	88,652	88,652	88,652	88,652	88,652	-	**886,520**	886,520	-
4302	School Supplies	-	2,773	3,116	3,116	3,116	3,116	3,116	3,116	3,116	3,116	3,116	3,116	-	**33,932**	33,932	-
4305	Software	-	2,959	42,060	42,060	42,060	42,060	42,060	42,060	42,060	42,060	42,060	42,060	-	**423,559**	420,600	(2,959)
4310	Office Expense	-	36	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	-	**14,304**	14,268	(36)
4311	Business Meals	-	-	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	-	**16,388**	19,666	3,278
4400	Noncapitalized Equipment	-	3,455	113,854	113,854	113,854	113,854	113,854	113,854	113,854	113,854	113,854	113,854	-	**1,141,995**	1,141,995	-
		-	9,223	254,978	254,978	254,978	254,978	254,978	254,978	254,978	254,978	254,978	254,978	-	**2,558,998**	**2,559,281**	**283**
Subagreement Services																	
5102	Special Education	-	3,575	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	-	**535,658**	638,500	102,842
5106	Other Educational Consultants	-	180	61,521	61,521	61,521	61,521	61,521	61,521	61,521	61,521	61,521	61,521	-	**615,386**	615,386	-
		-	3,755	114,729	114,729	114,729	114,729	114,729	114,729	114,729	114,729	114,729	114,729	-	**1,151,044**	**1,253,886**	**102,842**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	-	**31,462**	37,754	6,292
5300	Dues & Memberships	-	2,934	983	983	983	983	983	983	983	983	983	983	-	**12,767**	11,800	(967)
5400	Insurance	-	-	75	75	75	75	75	75	75	75	75	75	-	**750**	900	150
5501	Utilities	-	-	268	268	268	268	268	268	268	268	268	268	-	**2,684**	3,221	537
5502	Janitorial Services	-	-	467	467	467	467	467	467	467	467	467	467	-	**4,667**	5,600	933
5900	Communications	-	-	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	-	**71,417**	85,700	14,283
5901	Postage and Shipping	-	-	248	248	248	248	248	248	248	248	248	248	-	**2,475**	2,970	495
		-	2,934	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	-	**126,221**	**147,945**	**21,724**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	-	**32,326**	38,791	6,465
5602	Additional Rent	-	-	168	168	168	168	168	168	168	168	168	168	-	**1,675**	2,010	335
5603	Equipment Leases	-	-	183	183	183	183	183	183	183	183	183	183	-	**1,833**	2,199	367
		-	-	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	**35,833**	**43,000**	**7,167**

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 643.74

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Professional/Consulting Services																	
5801	IT	-	-	52,240	52,240	52,240	52,240	52,240	52,240	52,240	52,240	52,240	52,240	-	**522,400**	522,400	-
5802	Audit & Taxes	-	-	-	1,769	1,769	1,769	-	-	-	-	-	-	-	**5,308**	5,308	-
5804	Professional Development	-	-	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	-	**70,061**	84,073	14,012
5805	General Consulting	-	6	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	-	**172,359**	206,823	34,464
5807	Bank Charges	116	113	83	83	83	83	83	83	83	83	83	83	-	**1,062**	1,000	(62)
5809	Other taxes and fees	-	21	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	-	**38,025**	45,604	7,579
5811	Management Fee	-	7,242	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	-	**43,450**	43,450	0
5812	District Oversight Fee	-	-	8,956	5,976	5,976	11,312	5,976	5,976	11,291	5,655	5,655	5,655	13,978	**86,408**	86,408	-
5815	Public Relations/Recruitment	-	4,385	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	-	**82,038**	93,184	11,146
		521	12,171	100,707	99,497	99,497	104,832	97,727	97,727	103,042	97,407	97,407	97,407	13,168	**1,021,110**	**1,088,250**	**67,140**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	**-**
Total Expenses		**235,772**	**346,371**	**802,458**	**801,247**	**801,247**	**806,583**	**833,184**	**824,757**	**813,220**	**799,158**	**799,158**	**799,158**	**512,008**	**9,174,320**	**9,345,407**	**171,087**
Monthly Surplus (Deficit)		**(207,939)**	**(17,179)**	**168,917**	**(28,440)**	**(140,490)**	**533,241**	**(19,209)**	**(164,000)**	**371,098**	**(25,202)**	**(178,419)**	**(178,419)**	**842,259**	**956,216**	**736,864**	**219,352**
															9.4%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(207,939)	(17,179)	168,917	(28,440)	(140,490)	533,241	(19,209)	(164,000)	371,098	(25,202)	(178,419)	(178,419)	842,259	**956,216**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Public Funding Receivables	2,337,530	1,215	-	-	-	-		-	-	-	-	-	(1,354,267)	**984,478**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	(68,744)	416,368	-	-	-	-	-	-	-	-	-	-	-	**347,624**		
	Prepaid Expenses	-	(159)	-	-	-	-	-	-	-	-	-	-	-	**(159)**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	(21,805)	-	-	-	-	-	-	-	-	-	-	512,008	**490,203**		
	Accrued Expenses	(1,075,623)	(112,159)	-	-	-	-	-	-	-	-	-	-	-	**(1,187,782)**		
	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(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		985,225	266,281	168,917	(28,440)	(140,490)	533,241	(19,209)	(164,000)	371,098	(25,202)	(178,419)	(178,419)				
Cash, Beginning of Month		5,465,365	6,450,589	6,716,870	6,885,787	6,857,347	6,716,856	7,250,097	7,230,888	7,066,888	7,437,986	7,412,784	7,234,365				
Cash, End of Month		**6,450,589**	**6,716,870**	**6,885,787**	**6,857,347**	**6,716,856**	**7,250,097**	**7,230,888**	**7,066,888**	**7,437,986**	**7,412,784**	**7,234,365**	**7,055,945**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 298,722	$ 314,351	$ (15,629)	$ 298,722	$ 314,351	$ (15,629)	$ 6,119,923
Education Protection Account	-	-	-	-	-	-	2,134,271
In Lieu of Property Taxes	-	23,828	(23,828)	-	23,828	(23,828)	386,580
Total State Aid - Revenue Limit	298,722	338,180	(39,457)	298,722	338,180	(39,457)	8,640,774
Federal Revenue							
Special Education - Entitlement	-	4,133	(4,133)	-	4,133	(4,133)	80,468
Title I, Part A - Basic Low Income	-	-	-	-	-	-	151,496
Title II, Part A - Teacher Quality	-	-	-	-	-	-	22,324
Other Federal Revenue	-	-	-	-	-	-	408,030
Total Federal Revenue	-	4,133	(4,133)	-	4,133	(4,133)	662,318
Other State Revenue							
State Special Education	27,750	29,343	(1,593)	55,500	29,343	26,157	571,257
Mandated Cost	-	-	-	-	-	-	23,168
State Lottery	-	-	-	-	-	-	152,567
Other State Revenue	2,621	1,609	1,012	2,621	1,609	1,012	32,187
Total Other State Revenue	30,371	30,952	(581)	58,121	30,952	27,169	779,179
Other Local Revenue							
Interest Revenue	98	-	98	181	-	181	-
Total Other Local Revenue	98	-	98	181	-	181	-
Total Revenues	**329,192**	**373,265**	**(44,073)**	**357,024**	**373,265**	**(16,240)**	**10,082,271**
Expenses							
Certificated Salaries							
Teachers' Salaries	270,551	168,589	(101,961)	441,353	337,179	(104,175)	2,427,687
Teachers' Extra Duty/Stipends	-	66	66	-	132	132	948
Pupil Support Salaries	15,212	12,986	(2,226)	33,776	25,972	(7,804)	186,996
Administrators' Salaries	21,734	21,440	(294)	55,232	42,880	(12,352)	308,737
Total Certificated Salaries	307,496	203,081	(104,415)	530,361	406,162	(124,199)	2,924,368
Classified Salaries							
Instructional Salaries	639	417	(222)	1,033	833	(199)	6,000
Support Salaries	671	667	(4)	1,750	1,335	(415)	9,611
Supervisors' and Administrators' Salaries	3,264	3,123	(141)	8,385	6,246	(2,139)	44,975
Clerical and Office Staff Salaries	582	561	(20)	1,504	1,123	(381)	8,085
Total Classified Salaries	5,156	4,769	(387)	12,672	9,538	(3,134)	68,670
Benefits							
State Teachers' Retirement System, certificated positions	-	32,324	32,324	-	64,648	64,648	387,885
Public Employees' Retirement System, classified positions	-	1,073	1,073	-	2,146	2,146	12,876
OASDI/Medicare/Alternative, certificated positions	1,021	246	(775)	2,555	493	(2,062)	2,957
Medicare/Alternative, certificated positions	4,373	2,512	(1,861)	7,520	5,023	(2,497)	30,138
Health and Welfare Benefits, certificated positions	-	52,377	52,377	-	104,754	104,754	628,524
State Unemployment Insurance, certificated positions	242	8,426	8,184	431	16,853	16,422	168,528
Workers' Compensation Insurance, certificated positions	-	2,425	2,425	-	4,850	4,850	29,099
Total Benefits	5,636	99,383	93,747	10,506	198,766	188,260	1,260,007
Books & Supplies							
Textbooks and Core Materials	-	3,525	3,525	-	7,050	7,050	42,300
Books and Reference Materials	-	73,877	73,877	-	147,753	147,753	886,520
School Supplies	2,773	2,828	55	2,773	5,655	2,882	33,932
Software	2,959	35,050	32,091	2,959	70,100	67,141	420,600
Office Expense	36	1,189	1,153	36	2,378	2,342	14,268
Business Meals	-	1,639	1,639	-	3,278	3,278	19,666
Noncapitalized Equipment	3,455	95,166	91,711	3,455	190,333	186,878	1,141,995
Total Books & Supplies	9,223	213,273	204,051	9,223	426,547	417,324	2,559,281
Subagreement Services							
Special Education	3,575	53,208	49,633	3,575	106,417	102,842	638,500
Other Educational Consultants	180	51,282	51,102	180	102,564	102,384	615,386
Total Subagreement Services	3,755	104,490	100,736	3,755	208,981	205,226	1,253,886
Operations & Housekeeping							
Auto and Travel	-	3,146	3,146	-	6,292	6,292	37,754

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Dues & Memberships	2,934	983	(1,950)	2,934	1,967	(967)	11,800
Insurance	-	75	75	-	150	150	900
Utilities	-	268	268	-	537	537	3,221
Janitorial Services	-	467	467	-	933	933	5,600
Communications	-	7,142	7,142	-	14,283	14,283	85,700
Postage and Shipping	-	248	248	-	495	495	2,970
Total Operations & Housekeeping	2,934	12,329	9,395	2,934	24,658	21,724	147,945
Facilities, Repairs & Other Leases							
Rent	-	3,233	3,233	-	6,465	6,465	38,791
Additional Rent	-	168	168	-	335	335	2,010
Equipment Leases	-	183	183	-	367	367	2,199
Total Facilities, Repairs & Other Leases	-	3,583	3,583	-	7,167	7,167	43,000
Professional/Consulting Services							
IT	-	43,533	43,533	-	87,067	87,067	522,400
Audit & Taxes	-	-	-	-	-	-	5,308
Professional Development	-	7,006	7,006	-	14,012	14,012	84,073
General Consulting	6	17,235	17,229	6	34,471	34,464	206,823
Bank Charges	113	83	(29)	228	167	(62)	1,000
Other Taxes and Fees	21	3,800	3,779	21	7,601	7,579	45,604
Management Fee	7,242	3,621	(3,621)	7,242	7,242	0	43,450
District Oversight Fee	-	3,382	3,382	-	3,382	3,382	86,408
SPED Encroachment	405	-	(405)	810	-	(810)	-
Public Relations/Recruitment	4,385	7,765	3,381	4,385	15,531	11,146	93,184
Total Professional/Consulting Services	12,171	86,426	74,255	12,692	169,471	156,779	1,088,250
Total Expenses	**346,371**	**727,335**	**380,964**	**582,142**	**1,451,288**	**869,146**	**9,345,407**
Change in Net Assets	**(17,179)**	**(354,070)**	**336,891**	**(225,118)**	**(1,078,024)**	**852,906**	**736,864**
Net Assets, Beginning of Period	3,113,819			3,321,758			
Net Assets, End of Period	**$3,096,640**			**$3,096,640**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Academy Central Valley

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 170.00
30001	El Paseo Childrens Center Inc.	SpEd Svcs - 03/23-05/23	8/2/2023	8,006.23
30002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	216.32
30003	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	1,705.00
			Total Disbursements Issued in August	**$ 10,097.55**

California Online Public Schools Academy Central Valley

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
WASC - Accrediting Commission for School 1318624		8/15/2023	9/14/2023	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190
			Total Outstanding Invoices	$ 1,190	$ -	$ -	$ -	$ -	$ 1,190

CHARTER IMPACT

California Online Public Schools – North Bay

Monthly Financial Presentation – August 2023

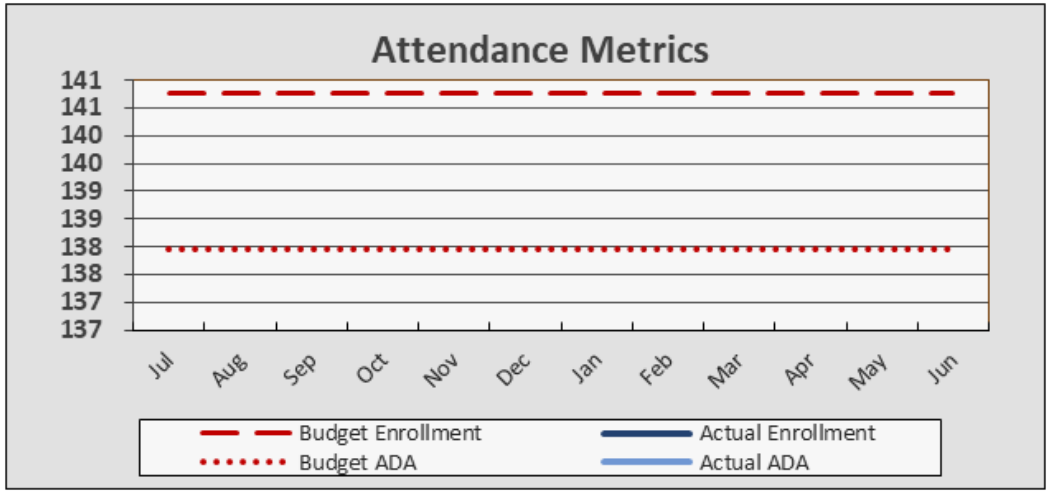
Highlights

- Enrollment forecasted at 141 students
- Attendance forecasted at 139 (98%)
- Revenue forecasted at $2M; in line with budget
- Expenses forecasted at $1.9M; in line with budget
- **Surplus forecasted at $200K** with an ending fund balance forecasted at $850K
- August Cash balance is at $1.3M
- Cash projected at $1.5M by fiscal year end

Attendance Data and Metrics

- Enrollment forecasted at 141 students
- ADA forecasted at 139
- Unduplicated rate of 57%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*141*	*141*
ADA	*n/a*	*139*	*139*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*56.8%*	*56.8%*	*56.8%*
Revenue per ADA		*$15,099*	*$14,978*
Expenses per ADA		*$13,670*	*$13,809*



Revenue

- FY24 annual revenues forecasted at $2.1M:
  - No significant variance in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 58,041	$ 94,076	$ (36,035)	$ 1,759,868	$ 1,759,868	$ -
Federal Revenue	-	883	(883)	167,988	152,953	15,035
Other State Revenue	15,552	6,615	8,937	170,055	168,350	1,705
Other Local Revenue	11	-	11	11	-	11
Total Revenue	**$ 73,604**	**$ 101,574**	**$ (27,970)**	**$ 2,097,922**	**$ 2,081,172**	**$ 16,751**

Expenses

- FY24 annual expenses forecasted at $1.9M
  - No significant variances in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 114,128	$ 87,402	$ (26,726)	$ 656,021	$ 629,294	$ (26,726)
Classified Salaries	2,727	2,052	(674)	15,452	14,777	(674)
Benefits	2,261	46,198	43,937	271,289	292,217	20,929
Books and Supplies	1,985	74,112	72,128	443,232	444,673	1,442
Subagreement Services	39	40,677	40,638	238,237	244,059	5,822
Operations	438	7,025	6,587	35,565	42,152	6,587
Facilities	-	2,450	2,450	12,250	14,700	2,450
Professional Services	2,684	37,288	34,605	227,393	236,850	9,457
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 124,261**	**$ 297,205**	**$ 172,944**	**$ 1,899,437**	**$ 1,918,724**	**$ 19,286**

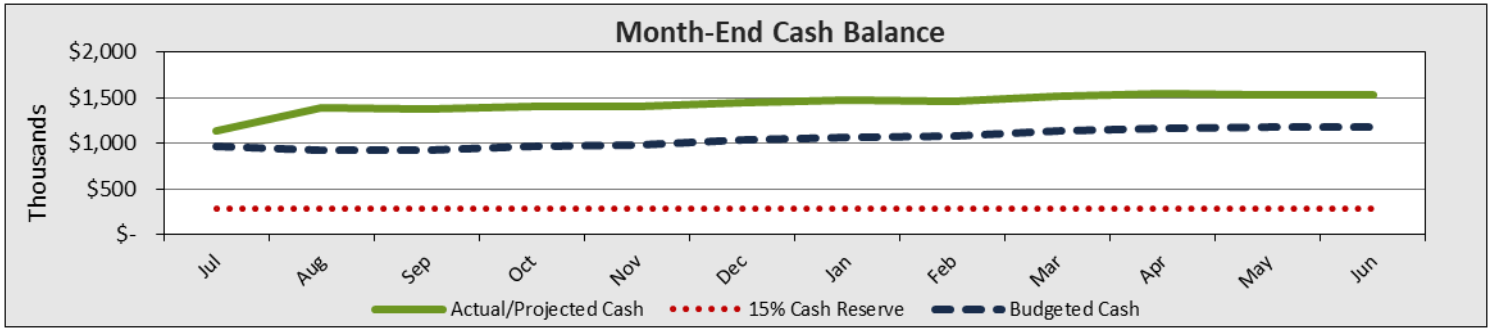
Fund Balance

- **Annual surplus forecasted at $198K**
- Ending fund balance forecasted at $857K (*45% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (50,657)**	**$ (195,631)**	**$ 144,974**	**$ 198,485**	**$ 162,448**	**$ 36,037**
Beginning Fund Balance	659,124	659,124		659,124	659,124	
Ending Fund Balance	**$ 608,467**	**$ 463,493**		**$ 857,609**	**$ 821,572**	
As a % of Annual Expenses	*32.0%*	*24.2%*		*45.2%*	*42.8%*	

Cash Balance

- **Current cash balance of $12.2M** (*218 days*)
- Cash projected at $12.3M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 138.94

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 138.94	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	58,041	57,865	104,157	104,157	104,157	104,157	104,157	100,344	100,344	100,344	100,344	100,345	**1,138,416**	1,138,416	-
8012	Education Protection Account	-	-	6,947	-	-	6,947	-	-	6,947	-	-	-	6,947	**27,789**	27,789	-
8096	In Lieu of Property Taxes	-	-	72,422	48,281	48,281	48,281	48,281	48,281	93,279	46,639	46,639	46,639	46,639	**593,664**	593,664	-
		-	58,041	137,234	152,439	152,439	159,386	152,439	152,439	200,570	146,984	146,984	146,984	153,932	**1,759,868**	**1,759,868**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	883	1,589	1,589	1,589	1,589	1,589	1,708	1,708	1,708	1,708	1,708	**17,368**	17,368	-
8290	Title I, Part A - Basic Low Income	-	-	8,561	-	-	25,684	-	-	-	-	-	-	-	**34,245**	34,245	-
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,000	**10,000**	10,000	-
8296	Other Federal Revenue	-	-	-	26,594	-	-	26,594	-	-	26,594	-	-	26,594	**106,375**	91,340	15,035
		-	-	9,444	28,183	1,589	27,273	28,183	1,589	1,708	28,302	1,708	1,708	38,302	**167,988**	**152,953**	**15,035**
Other State Revenue																	
8311	State Special Education	7,776	7,776	6,267	11,281	11,281	11,281	11,281	11,281	9,015	9,015	9,015	9,015	9,015	**123,299**	123,299	-
8550	Mandated Cost	-	-	-	-	-	5,212	-	-	-	-	-	-	-	**5,212**	5,174	38
8560	State Lottery	-	-	-	-	-	-	8,793	-	-	8,793	-	-	17,012	**34,597**	32,930	1,667
8599	Other State Revenue	-	-	347	625	625	625	625	625	625	625	625	625	973	**6,947**	6,947	-
		7,776	7,776	6,615	11,906	11,906	17,118	20,699	11,906	9,640	18,433	9,640	9,640	26,999	**170,055**	**168,350**	**1,705**
Other Local Revenue																	
8660	Interest Revenue	4	6	-	-	-	-	-	-	-	-	-	-	-	**11**	-	11
		4	6	-	-	-	-	-	-	-	-	-	-	-	**11**	**-**	**11**
Total Revenue		**7,780**	**65,823**	**153,293**	**192,528**	**165,934**	**203,777**	**201,321**	**165,934**	**211,918**	**193,718**	**158,332**	**158,332**	**219,233**	**2,097,922**	**2,081,172**	**16,751**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	36,755	58,220	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	87,069	**544,831**	522,414	(22,417)
1175	Teachers' Extra Duty/Stipends	-	-	14	14	14	14	14	14	14	14	14	14	34	**176**	204	28
1200	Pupil Support Salaries	3,995	3,273	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	6,707	**41,919**	40,240	(1,679)
1300	Administrators' Salaries	7,208	4,677	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	11,073	**69,095**	66,437	(2,658)
		47,958	66,170	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	104,882	**656,021**	**629,294**	**(26,726)**
Classified Salaries																	
2100	Instructional Salaries	85	137	90	90	90	90	90	90	90	90	90	90	215	**1,334**	1,291	(43)
2200	Support Salaries	232	144	144	144	144	144	144	144	144	144	144	144	345	**2,158**	2,068	(89)
2300	Classified Administrators' Salaries	1,102	702	672	672	672	672	672	672	672	672	672	672	1,613	**10,138**	9,678	(460)
2400	Clerical and Office Staff Salaries	198	125	121	121	121	121	121	121	121	121	121	121	290	**1,822**	1,740	(82)
		1,617	1,109	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	2,463	**15,452**	**14,777**	**(674)**
Benefits																	
3101	STRS	-	-	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672	-	**66,724**	83,469	16,745
3301	OASDI	330	220	51	51	51	51	51	51	51	51	51	51	-	**1,057**	636	(421)
3311	Medicare	677	941	518	518	518	518	518	518	518	518	518	518	-	**6,802**	6,485	(317)
3401	Health and Welfare	-	-	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	-	**157,794**	157,794	-
3501	State Unemployment	41	52	1,879	1,879	1,879	1,879	9,393	7,514	3,757	1,879	1,879	1,879	-	**33,906**	37,571	3,664
3601	Workers' Compensation	-	-	501	501	501	501	501	501	501	501	501	501	-	**5,005**	6,262	1,257
		1,048	1,213	25,400	25,400	25,400	25,400	32,914	31,036	27,278	25,400	25,400	25,400	-	**271,289**	**292,217**	**20,929**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	775	775	775	775	775	775	775	775	775	775	-	**7,750**	9,300	1,550
4200	Books and Reference Materials	-	-	20,533	20,533	20,533	20,533	20,533	20,533	20,533	20,533	20,533	20,533	-	**205,329**	205,329	-
4302	School Supplies	-	597	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	-	**77,396**	77,396	-
4305	Software	-	637	9,241	9,241	9,241	9,241	9,241	9,241	9,241	9,241	9,241	9,241	-	**93,048**	92,411	(637)
4310	Office Expense	-	8	268	268	268	268	268	268	268	268	268	268	-	**2,688**	3,216	528
4400	Noncapitalized Equipment	-	743	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	-	**57,022**	57,022	-
		-	1,985	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	-	**443,232**	**444,673**	**1,442**
Subagreement Services																	
5102	Special Education	-	-	13,830	13,830	13,830	13,830	13,830	13,830	13,830	13,830	13,830	13,830	-	**138,300**	138,300	-
5106	Other Educational Consultants	-	39	7,079	7,079	7,079	7,079	7,079	7,079	7,079	7,079	7,079	7,079	-	**70,825**	70,825	-
5107	Instructional Services	-	-	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	-	**29,112**	34,934	5,822
		-	39	23,820	23,820	23,820	23,820	23,820	23,820	23,820	23,820	23,820	23,820	-	**238,237**	**244,059**	**5,822**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	-	**13,083**	15,700	2,617
5300	Dues & Memberships	-	438	300	300	300	300	300	300	300	300	300	300	-	**3,438**	3,600	162
5400	Insurance	-	-	17	17	17	17	17	17	17	17	17	17	-	**167**	200	33
5502	Janitorial Services	-	-	125	125	125	125	125	125	125	125	125	125	-	**1,250**	1,500	250
5900	Communications	-	-	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	-	**17,083**	20,500	3,417
5901	Postage and Shipping	-	-	54	54	54	54	54	54	54	54	54	54	-	**543**	652	109
		-	438	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	-	**35,565**	**42,152**	**6,587**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	-	**11,481**	13,777	2,296
5602	Additional Rent	-	-	37	37	37	37	37	37	37	37	37	37	-	**368**	441	74

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through: 8/31/2023

ADA = 138.94

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5603	Equipment Leases	-	-	40	40	40	40	40	40	40	40	40	40	-	**402**	482	80
		-	-	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	-	**12,250**	**14,700**	**2,450**
Professional/Consulting Services																	
5801	IT	-	-	667	667	667	667	667	667	667	667	667	667	-	**6,667**	8,000	1,333
5802	Audit & Taxes	-	-	-	388	388	388	-	-	-	-	-	-	-	**1,165**	1,165	-
5803	Legal	-	-	554	554	554	554	554	554	554	554	554	554	-	**5,540**	6,648	1,108
5804	Professional Development	-	-	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	-	**15,371**	18,445	3,074
5805	General Consulting	-	1	14,630	14,630	14,630	14,630	14,630	14,630	14,630	14,630	14,630	14,630	-	**146,298**	146,296	(1)
5807	Bank Charges	-	-	83	83	83	83	83	83	83	83	83	83	-	**833**	1,000	167
5809	Other taxes and fees	-	5	717	717	717	717	717	717	717	717	717	717	-	**7,171**	8,600	1,429
5811	Management Fee	-	1,558	779	779	779	779	779	779	779	779	779	779	-	**9,350**	9,350	0
5812	District Oversight Fee	-	-	1,372	1,524	1,524	1,594	1,524	1,524	2,006	1,470	1,470	1,470	2,120	**17,599**	17,599	-
5815	Public Relations/Recruitment	-	944	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	-	**17,399**	19,747	2,348
		88	2,596	21,984	22,525	22,525	22,594	22,137	22,137	22,618	22,082	22,082	22,082	1,944	**227,393**	**236,850**	**9,457**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**50,712**	**73,549**	**164,794**	**165,334**	**165,334**	**165,404**	**172,460**	**170,582**	**167,306**	**164,891**	**164,891**	**164,891**	**109,289**	**1,899,437**	**1,918,724**	**19,286**
Monthly Surplus (Deficit)		**(42,931)**	**(7,726)**	**(11,501)**	**27,194**	**600**	**38,373**	**28,861**	**(4,647)**	**44,613**	**28,827**	**(6,560)**	**(6,560)**	**109,944**	**198,485**	**162,448**	**36,037**
															9.5%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(42,931)	(7,726)	(11,501)	27,194	600	38,373	28,861	(4,647)	44,613	28,827	(6,560)	(6,560)	109,944	**198,485**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Public Funding Receivables	-	(58,041)	-	-	-	-	-	-	-	-	-	-	(219,233)	**(277,274)**		
	Grants and Contributions Rec.	-	255,370	-	-	-	-	-	-	-	-	-	-	-	**255,370**		
	Due To/From Related Parties	(17,716)	81,969	-	-	-	-	-	-	-	-	-	-	-	**64,253**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	(170)	-	-	-	-	-	-	-	-	-	-	109,289	**109,119**		
	Accrued Expenses	-	(18,435)	-	-	-	-	-	-	-	-	-	-	-	**(18,435)**		
	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(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(60,647)	252,967	(11,501)	27,194	600	38,373	28,861	(4,647)	44,613	28,827	(6,560)	(6,560)				
Cash, Beginning of Month		1,193,166	1,132,519	1,385,485	1,373,985	1,401,178	1,401,778	1,440,151	1,469,012	1,464,364	1,508,977	1,537,804	1,531,244				
Cash, End of Month		**1,132,519**	**1,385,485**	**1,373,985**	**1,401,178**	**1,401,778**	**1,440,151**	**1,469,012**	**1,464,364**	**1,508,977**	**1,537,804**	**1,531,244**	**1,524,684**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 58,041	$ 57,865	$ 176	$ 58,041	$ 57,865	$ 176	$ 1,138,416
Education Protection Account	-	-	-	-	-	-	27,789
In Lieu of Property Taxes	-	36,211	(36,211)	-	36,211	(36,211)	593,664
Total State Aid - Revenue Limit	58,041	94,076	(36,035)	58,041	94,076	(36,035)	1,759,868
Federal Revenue							
Special Education - Entitlement	-	883	(883)	-	883	(883)	17,368
Title I, Part A - Basic Low Income	-	-	-	-	-	-	44,245
Other Federal Revenue	-	-	-	-	-	-	91,340
Total Federal Revenue	-	883	(883)	-	883	(883)	152,953
Other State Revenue							
State Special Education	7,776	6,267	1,509	15,552	6,267	9,285	123,299
Mandated Cost	-	-	-	-	-	-	5,174
State Lottery	-	-	-	-	-	-	32,930
Other State Revenue	-	347	(347)	-	347	(347)	6,947
Total Other State Revenue	7,776	6,615	1,161	15,552	6,615	8,937	168,350
Other Local Revenue							
Interest Revenue	6	-	6	11	-	11	-
Total Other Local Revenue	6	-	6	11	-	11	-
Total Revenues	**65,823**	**101,574**	**(35,750)**	**73,604**	**101,574**	**(27,970)**	**2,081,171**
Expenses							
Certificated Salaries							
Teachers' Salaries	58,220	36,279	(21,941)	94,975	72,557	(22,417)	522,414
Teachers' Extra Duty/Stipends	-	14	14	-	28	28	204
Pupil Support Salaries	3,273	2,794	(479)	7,268	5,589	(1,679)	40,240
Administrators' Salaries	4,677	4,614	(63)	11,885	9,227	(2,658)	66,437
Total Certificated Salaries	66,170	43,701	(22,469)	114,128	87,402	(26,726)	629,294
Classified Salaries							
Instructional Salaries	137	90	(48)	222	179	(43)	1,291
Support Salaries	144	144	(1)	377	287	(89)	2,068
Supervisors' and Administrators' Salaries	702	672	(30)	1,804	1,344	(460)	9,678
Clerical and Office Staff Salaries	125	121	(4)	324	242	(82)	1,740
Total Classified Salaries	1,109	1,026	(83)	2,727	2,052	(675)	14,777
Benefits							
State Teachers' Retirement System, certificated positions	-	6,956	6,956	-	13,911	13,911	83,469
OASDI/Medicare/Alternative, certificated positions	220	53	(167)	550	106	(444)	636
Medicare/Alternative, certificated positions	941	540	(401)	1,618	1,081	(537)	6,485
Health and Welfare Benefits, certificated positions	-	13,150	13,150	-	26,299	26,299	157,794
State Unemployment Insurance, certificated positions	52	1,879	1,826	93	3,757	3,664	37,571
Workers' Compensation Insurance, certificated positions	-	522	522	-	1,044	1,044	6,262
Total Benefits	1,213	23,099	21,886	2,261	46,198	43,937	292,217
Books & Supplies							
Textbooks and Core Materials	-	775	775	-	1,550	1,550	9,300
Books and Reference Materials	-	17,111	17,111	-	34,222	34,222	205,329
School Supplies	597	6,450	5,853	597	12,899	12,303	77,396
Software	637	7,701	7,064	637	15,402	14,765	92,411
Office Expense	8	268	260	8	536	528	3,216
Noncapitalized Equipment	743	4,752	4,008	743	9,504	8,760	57,021
Total Books & Supplies	1,985	37,056	35,072	1,985	74,112	72,128	444,673
Subagreement Services							
Special Education	-	11,525	11,525	-	23,050	23,050	138,300
Other Educational Consultants	39	5,902	5,863	39	11,804	11,766	70,825
Total Subagreement Services	39	17,427	17,388	39	34,854	34,816	209,125
Operations & Housekeeping							
Auto and Travel	-	1,308	1,308	-	2,617	2,617	15,700
Dues & Memberships	438	300	(138)	438	600	162	3,600
Insurance	-	17	17	-	33	33	200
Janitorial Services	-	125	125	-	250	250	1,500

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	-	1,708	1,708	-	3,417	3,417	20,500
Postage and Shipping	-	54	54	-	109	109	652
Total Operations & Housekeeping	438	3,513	3,075	438	7,025	6,587	42,152
Facilities, Repairs & Other Leases							
Rent	-	1,148	1,148	-	2,296	2,296	13,777
Additional Rent	-	37	37	-	74	74	441
Equipment Leases	-	40	40	-	80	80	482
Total Facilities, Repairs & Other Leases	-	1,225	1,225	-	2,450	2,450	14,700
Professional/Consulting Services							
IT	-	667	667	-	1,333	1,333	8,000
Audit & Taxes	-	-	-	-	-	-	1,165
Legal	-	554	554	-	1,108	1,108	6,648
Professional Development	-	1,537	1,537	-	3,074	3,074	18,445
General Consulting	1	12,191	12,190	1	24,383	24,381	146,296
Bank Charges	-	83	83	-	167	167	1,000
Other Taxes and Fees	5	717	712	5	1,433	1,429	8,600
Management Fee	1,558	779	(779)	1,558	1,558	0	9,350
District Oversight Fee	-	941	941	-	941	941	17,599
SPED Encroachment	88	-	(88)	176	-	(176)	-
Public Relations/Recruitment	944	1,646	702	944	3,291	2,348	19,747
Total Professional/Consulting Services	2,596	19,115	16,519	2,684	37,288	34,605	236,850
Total Expenses	**73,549**	**146,162**	**72,612**	**124,261**	**291,383**	**167,122**	**1,883,790**
Change in Net Assets	**(7,726)**	**(44,588)**	**36,862**	**(50,657)**	**(189,809)**	**139,152**	**197,382**
Net Assets, Beginning of Period	762,855			805,787			
Net Assets, End of Period	**$ 755,129**			**$ 755,129**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Academy North Bay

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount

Total Disbursements Issued in August $ -

California Online Public Schools Academy North Bay

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
				$ -	$ -	$ -	$ -	$ -	$ -
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
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				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
				-	-	-	-	-	-
Total Outstanding Invoices				$ -	$ -	$ -	$ -	$ -	$ -

CHARTER IMPACT

California Online Public Schools - SoCal

Monthly Financial Presentation – August 2023

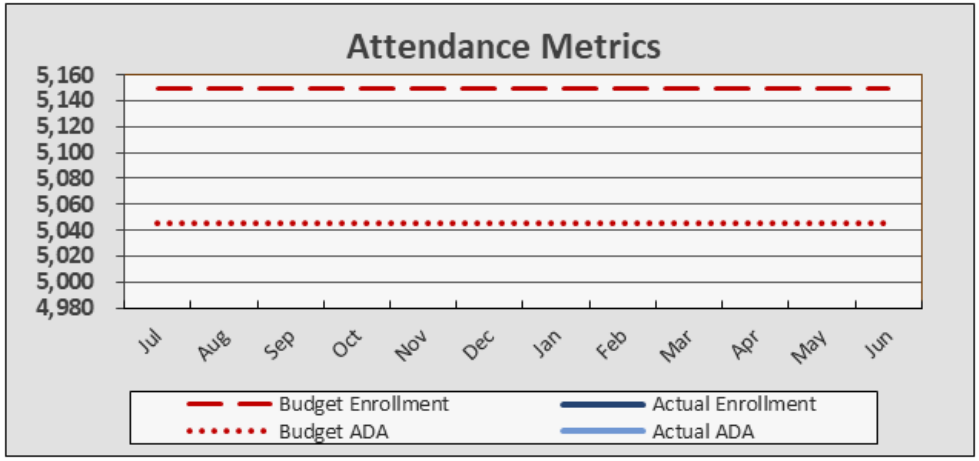
Highlights

- Enrollment forecasted at 5,149 students
- Attendance forecasted at 5,046 (98%)
- Revenue forecasted at $74M; in line with budget
- Expenses forecasted at $67M; in line with budget
- **Surplus forecasted at $6.9M** with an ending fund balance forecasted at $24.6M.
- August Cash balance is at $23.6M
- Cash projected at $29M by fiscal year end.

Attendance Data and Metrics

- Enrollment forecasted at 5,149 students
- ADA forecasted at 5,046
- Unduplicated rate of 51%

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*5149*	*5149*
ADA	*n/a*	*5046*	*5046*
Attendance Rate	*n/a*	*98.0%*	*98.0%*
Unduplicated %	*51.0%*	*51.0%*	*51.0%*
Revenue per ADA		*$14,671*	*$14,707*
Expenses per ADA		*$13,301*	*$13,426*



Revenue

- FY24 annual revenues forecasted at $74M:
  - No significant variance in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 3,504,538	$ 3,371,006	$ 133,532	$ 63,140,460	$ 63,140,460	$ -
Federal Revenue	-	30,187	(30,187)	4,634,849	4,877,546	(242,697)
Other State Revenue	413,740	226,915	186,825	6,249,779	6,187,889	61,891
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 3,918,278**	**$ 3,628,108**	**$ 290,170**	**$ 74,025,088**	**$ 74,205,895**	**$ (180,806)**

Expenses

- FY24 annual expenses forecasted at $67M
  - No significant variances in plan since budget inception

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 4,148,901	$ 3,177,320	$ (971,581)	$ 23,848,285	$ 22,876,704	$ (971,581)
Classified Salaries	99,130	74,610	(24,520)	561,715	537,195	(24,520)
Benefits	82,188	1,418,846	1,336,658	7,953,942	8,599,883	645,941
Books and Supplies	926,025	2,801,156	1,875,131	16,309,231	16,806,936	497,705
Subagreement Services	42,460	1,675,417	1,632,957	10,076,055	10,052,503	(23,552)
Operations	53,527	191,035	137,508	1,008,704	1,146,212	137,508
Facilities	36,975	52,335	15,360	298,649	314,009	15,360
Professional Services	222,424	1,134,187	911,763	7,053,806	7,406,486	352,680
Depreciation	-	517	517	2,583	3,100	517
Interest	-	-	-	-	-	-
Total Expenses	**$ 5,611,631**	**$ 10,525,423**	**$ 4,913,793**	**$ 67,112,971**	**$ 67,743,028**	**$ 630,057**

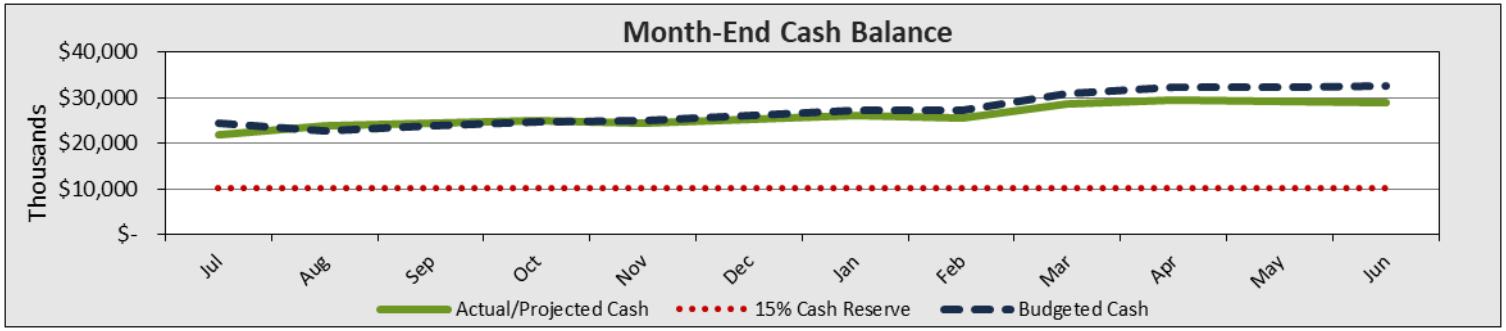
Fund Balance

- **Annual surplus forecasted at $6.9M**
- Ending fund balance forecasted at $24.6M (*37% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (1,693,353)**	**$ (6,897,315)**	**$ 5,203,963**	**$ 6,912,117**	**$ 6,462,867**	**$ 449,250**
Beginning Fund Balance	17,718,071	17,718,071		17,718,071	17,718,071	
Ending Fund Balance	**$ 16,024,718**	**$ 10,820,756**		**$ 24,630,188**	**$ 24,180,938**	
As a % of Annual Expenses	*23.9%*	*16.0%*		*36.7%*	*35.7%*	

Cash Balance

- **Current cash balance of $23.6M** (*127 days*)
- Cash projected at $29M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-08	**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	No	No	
FINANCE	Sep-15	**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	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-22	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are requireed to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	CalOps with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with CalOps support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-04	**California Basic Educational Data System (CBEDS) Information Day -** 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 programs, and languages of instruction. Data is due to CDE on **October 31th.**	CalOps	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-13	**Federal Stimulus Reporting-** Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	**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**.**	CalOps	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 2 and 2021 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	CalOps	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2

Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through:

ADA = 5045.66

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 5045.66	
State Aid - Revenue Limit																	
8011	LCFF State Aid	961,502	-	987,172	1,776,909	1,776,909	1,776,909	1,776,909	1,776,909	1,958,472	1,958,472	1,958,472	1,958,472	1,958,473	**20,625,581**	20,625,581	-
8012	Education Protection Account	-	-	252,283	-		252,283	-	-	252,283	-	-	-	252,283	**1,009,132**	1,009,132	-
8096	In Lieu of Property Taxes	-	2,543,036	4,767,669	3,178,446	3,178,446	3,178,446	3,178,446	3,178,446	6,100,937	3,050,469	3,050,469	3,050,469	3,050,469	**41,505,746**	41,505,746	-
		961,502	2,543,036	6,007,124	4,955,355	4,955,355	5,207,638	4,955,355	4,955,355	8,311,692	5,008,941	5,008,941	5,008,941	5,261,225	**63,140,460**	**63,140,460**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	30,187	54,336	54,336	54,336	54,336	54,336	65,768	65,768	65,768	65,768	65,768	**630,707**	630,707	-
8290	Title I, Part A - Basic Low Income	-	-	198,908	-	-	596,725	-	-	-	-	-	-	-	**795,633**	795,633	-
8291	Title II, Part A - Teacher Quality	-	-	32,542	-	-	97,625	-	-	-	-	-	-	-	**130,167**	130,167	-
8290	Title IV - Part A	-	-	-	-	-	-	-	-	-	-	-	-	56,105	**56,105**		
8296	Other Federal Revenue	-	-	-	741,533	-	-	741,533	-	-	741,533	-	-	797,638	**3,022,237**	3,264,934	(242,697)
		-	-	261,637	795,869	54,336	748,686	795,869	54,336	65,768	807,301	65,768	65,768	919,511	**4,634,849**	**4,821,441**	**(242,697)**
Other State Revenue																	
8311	State Special Education	206,870	206,870	214,301	385,742	385,742	385,742	385,742	385,742	384,154	384,154	384,154	384,154	384,154	**4,477,518**	4,477,518	-
8550	Mandated Cost	-	-	-	-	-	173,851	-	-	-	-	-	-	-	**173,851**	172,508	1,343
8560	State Lottery	-	-	-	-	-	-	300,659	-	-	300,659	-	-	655,052	**1,256,369**	1,195,821	60,548
8599	Other State Revenue	-	-	12,614	45,145	22,705	22,705	45,145	22,705	22,705	45,145	22,705	22,705	57,759	**342,041**	342,041	-
		206,870	206,870	226,915	430,887	408,447	582,298	731,545	408,447	406,859	729,958	406,859	406,859	1,096,965	**6,249,779**	**6,187,889**	**61,891**
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	**-**
Total Revenue		**1,168,372**	**2,749,906**	**6,495,675**	**6,182,111**	**5,418,138**	**6,538,622**	**6,482,770**	**5,418,138**	**8,784,320**	**6,546,199**	**5,481,568**	**5,481,568**	**7,277,700**	**74,025,088**	**74,149,790**	**(180,806)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,336,153	2,116,459	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	3,165,212	**19,806,210**	18,991,275	(814,935)
1175	Teachers' Extra Duty/Stipends	-	-	515	515	515	515	515	515	515	515	515	515	1,236	**6,386**	7,416	1,030
1200	Pupil Support Salaries	145,224	119,000	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	243,804	**1,523,880**	1,462,827	(61,053)
1300	Administrators' Salaries	262,048	170,018	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	402,531	**2,511,810**	2,415,186	(96,624)
		1,743,425	2,405,476	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	3,812,784	**23,848,285**	**22,876,704**	**(971,581)**
Classified Salaries																	
2100	Instructional Salaries	3,082	4,996	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	7,822	**48,493**	46,934	(1,560)
2200	Support Salaries	8,439	5,251	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	12,531	**78,432**	75,184	(3,248)
2300	Classified Administrators' Salaries	40,063	25,534	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	58,638	**368,559**	351,828	(16,732)
2400	Clerical and Office Staff Salaries	7,214	4,551	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	10,542	**66,230**	63,250	(2,980)
		58,798	40,333	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	89,533	**561,715**	**537,195**	**(24,520)**
Benefits																	
3101	STRS	-	-	242,560	242,560	242,560	242,560	242,560	242,560	242,560	242,560	242,560	242,560	-	**2,425,601**	3,034,341	608,740
3301	OASDI	11,997	7,990	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	1,843	-	**38,420**	23,129	(15,291)
3311	Medicare	24,620	34,209	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845	-	**247,283**	235,765	(11,518)
3401	Health and Welfare	-	-	486,200	486,200	486,200	486,200	486,200	486,200	486,200	486,200	486,200	486,200	-	**4,862,000**	4,862,000	-
3501	State Unemployment	1,478	1,893	10,851	10,851	10,851	10,851	54,253	43,403	21,701	10,851	10,851	10,851	-	**198,683**	217,013	18,330
3601	Workers' Compensation	-	-	18,196	18,196	18,196	18,196	18,196	18,196	18,196	18,196	18,196	18,196	-	**181,955**	227,635	45,680
		38,096	44,092	778,495	778,495	778,495	778,495	821,897	811,047	789,346	778,495	778,495	778,495	-	**7,953,942**	**8,599,883**	**645,941**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	-	**287,083**	344,500	57,417
4200	Books and Reference Materials	-	-	691,482	691,482	691,482	691,482	691,482	691,482	691,482	691,482	691,482	691,482	-	**6,914,823**	6,914,823	-
4302	School Supplies	-	21,692	378,305	378,305	378,305	378,305	378,305	378,305	378,305	378,305	378,305	378,305	-	**3,804,737**	3,804,737	-
4305	Software	-	127,690	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	-	**2,751,760**	3,148,884	397,124
4310	Office Expense	4,917	402	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	-	**118,550**	135,877	17,327
4311	Business Meals	-	-	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	-	**129,185**	155,022	25,837
4400	Noncapitalized Equipment	-	771,325	153,177	153,177	153,177	153,177	153,177	153,177	153,177	153,177	153,177	153,177	-	**2,303,093**	2,303,093	-
		4,917	921,108	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	1,538,321	-	**16,309,231**	**16,806,936**	**497,705**
Subagreement Services																	
5102	Special Education	-	23,552	507,260	507,260	507,260	507,260	507,260	507,260	507,260	507,260	507,260	507,260	-	**5,096,152**	5,072,600	(23,552)
5106	Other Educational Consultants	-	18,908	421,743	421,743	421,743	421,743	421,743	421,743	421,743	421,743	421,743	421,743	-	**4,236,338**	4,236,338	-
5107	Instructional Services	-	-	74,357	74,357	74,357	74,357	74,357	74,357	74,357	74,357	74,357	74,357	-	**743,565**	743,565	-
		-	42,460	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	1,003,360	-	**10,076,055**	**10,052,503**	**(23,552)**
Operations and Housekeeping																	
5201	Auto and Travel	20,998	1,559	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	-	**270,568**	297,612	27,044
5300	Dues & Memberships	-	23,739	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	-	**91,072**	80,800	(10,272)
5400	Insurance	-	-	583	583	583	583	583	583	583	583	583	583	-	**5,833**	7,000	1,167
5501	Utilities	-	106	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	-	**21,266**	25,392	4,126
5502	Janitorial Services	-	4,960	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	-	**21,050**	19,308	(1,742)
5900	Communications	-	2,136	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	-	**579,376**	692,688	113,312
5901	Postage and Shipping	-	29	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	-	**19,539**	23,412	3,873
		20,998	32,529	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	-	**1,008,704**	**1,146,212**	**137,508**
Facilities, Repairs and Other Leases																	
5601	Rent	36,975	-	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	-	**271,002**	280,832	9,830
5602	Additional Rent	-	-	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	-	**13,202**	15,842	2,640
5603	Equipment Leases	-	-	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	-	**14,446**	17,335	2,889
		36,975	-	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	-	**298,649**	**314,009**	**15,360**
Professional/Consulting Services																	
5801	IT	-	43,543	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	-	**838,442**	953,879	115,437
5802	Audit & Taxes	-	-	-	57,407	57,407	57,407	-	-	-	-	-	-	-	**172,221**	172,221	-

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 9/26/23

Actuals Through:

ADA = 5045.66

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5803	Legal	-	9,960	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	-	**209,018**	238,869	29,852
5804	Professional Development	-	-	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	-	**552,279**	662,735	110,456
5805	General Consulting	-	48	357,847	357,847	357,847	357,847	357,847	357,847	357,847	357,847	357,847	357,847	-	**3,578,518**	3,578,469	(48)
5807	Bank Charges	135	155	917	917	917	917	917	917	917	917	917	917	-	**9,457**	11,000	1,543
5809	Other taxes and fees	85	3,260	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	-	**111,863**	130,221	18,358
5811	Management Fee	-	56,650	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	-	**339,900**	339,900	0
5812	District Oversight Fee	-	-	60,071	49,554	49,554	52,076	49,554	49,554	83,117	50,089	50,089	50,089	87,658	**631,405**	631,405	-
5815	Public Relations/Recruitment	-	37,549	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	-	**610,705**	687,787	77,082
		68,240	154,184	663,451	710,340	710,340	712,863	652,933	652,933	686,496	653,469	653,469	653,469	81,620	**7,053,806**	**7,406,486**	**352,680**
Depreciation																	
6900	Depreciation Expense	-	-	258	258	258	258	258	258	258	258	258	258	-	**2,583**	3,100	517
		-	-	258	258	258	258	258	258	258	258	258	258	-	**2,583**	**3,100**	**517**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**1,971,448**	**3,640,183**	**5,731,534**	**5,778,424**	**5,778,424**	**5,780,947**	**5,764,419**	**5,753,569**	**5,765,431**	**5,721,553**	**5,721,553**	**5,721,553**	**3,983,936**	**67,112,971**	**67,743,028**	**630,057**
Monthly Surplus (Deficit)		**(803,076)**	**(890,277)**	**764,141**	**403,687**	**(360,285)**	**757,676**	**718,350**	**(335,430)**	**3,018,889**	**824,647**	**(239,984)**	**(239,984)**	**3,293,764**	**6,912,117**	**6,406,762**	**449,250**
															9.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(803,076)	(890,277)	764,141	403,687	(360,285)	757,676	718,350	(335,430)	3,018,889	824,647	(239,984)	(239,984)	3,293,764	**6,912,117**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	258	258	258	258	258	258	258	258	258	258	-	**2,583**		
	Public Funding Receivables	265,964	5,101,936	-	-	-	-		-	-	-	-	-	(7,277,700)	**(1,909,801)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	(211,896)	(1,963,032)	-	-	-	-	-	-	-	-	-	-	-	**(2,174,928)**		
	Prepaid Expenses	127,890	(27,548)	-	-	-	-	-	-	-	-	-	-	-	**100,342**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	(111,991)	-	-	-	-	-	-	-	-	-	-	3,983,936	**3,871,945**		
	Accrued Expenses	(478,501)	(370,442)	-	-	-	-	-	-	-	-	-	-	-	**(848,942)**		
	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(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(1,099,618)	1,738,647	764,399	403,945	(360,027)	757,934	718,609	(335,172)	3,019,148	824,905	(239,726)	(239,726)				
Cash, Beginning of Month		23,046,829	21,947,211	23,685,858	24,450,257	24,854,202	24,494,175	25,252,109	25,970,718	25,635,546	28,654,693	29,479,599	29,239,873				
Cash, End of Month		**21,947,211**	**23,685,858**	**24,450,257**	**24,854,202**	**24,494,175**	**25,252,109**	**25,970,718**	**25,635,546**	**28,654,693**	**29,479,599**	**29,239,873**	**29,000,147**				

California Online Public Schools

Financial Package
August 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Southern California

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ -	$ 987,172	$ (987,172)	$ 961,502	$ 987,172	$ (25,670)	$ 20,625,581
Education Protection Account	-	-	-	-	-	-	1,009,132
In Lieu of Property Taxes	2,543,036	2,383,834	159,202	2,543,036	2,383,834	159,202	41,505,746
Total State Aid - Revenue Limit	2,543,036	3,371,006	(827,970)	3,504,538	3,371,006	133,532	63,140,460
Federal Revenue							
Special Education - Entitlement	-	30,187	(30,187)	-	30,187	(30,187)	630,707
Title I, Part A - Basic Low Income	-	-	-	-	-	-	851,738
Title II, Part A - Teacher Quality	-	-	-	-	-	-	130,167
Other Federal Revenue	-	-	-	-	-	-	3,264,934
Total Federal Revenue	-	30,187	(30,187)	-	30,187	(30,187)	4,877,546
Other State Revenue							
State Special Education	206,870	214,301	(7,431)	413,740	214,301	199,439	4,477,518
Mandated Cost	-	-	-	-	-	-	172,508
State Lottery	-	-	-	-	-	-	1,195,821
Other State Revenue	-	12,614	(12,614)	-	12,614	(12,614)	342,041
Total Other State Revenue	206,870	226,915	(20,045)	413,740	226,915	186,825	6,187,889
Total Revenues	**2,749,906**	**3,628,108**	**(878,202)**	**3,918,278**	**3,628,108**	**290,170**	**74,205,895**
Expenses							
Certificated Salaries							
Teachers' Salaries	2,116,459	1,318,839	(797,620)	3,452,612	2,637,677	(814,935)	18,991,275
Teachers' Extra Duty/Stipends	-	515	515	-	1,030	1,030	7,416
Pupil Support Salaries	119,000	101,585	(17,414)	264,223	203,170	(61,053)	1,462,827
Administrators' Salaries	170,018	167,721	(2,297)	432,066	335,443	(96,624)	2,415,186
Total Certificated Salaries	2,405,476	1,588,660	(816,816)	4,148,901	3,177,320	(971,581)	22,876,704
Classified Salaries							
Instructional Salaries	4,996	3,259	(1,737)	8,078	6,519	(1,560)	46,934
Support Salaries	5,251	5,221	(30)	13,690	10,442	(3,248)	75,184
Supervisors' and Administrators' Salaries	25,534	24,432	(1,101)	65,597	48,865	(16,732)	351,828
Clerical and Office Staff Salaries	4,551	4,392	(159)	11,765	8,785	(2,980)	63,250
Total Classified Salaries	40,333	37,305	(3,028)	99,130	74,610	(24,520)	537,195
Benefits							
State Teachers' Retirement System, certificated positions	-	252,862	252,862	-	505,723	505,723	3,034,341
OASDI/Medicare/Alternative, certificated positions	7,990	1,927	(6,063)	19,987	3,855	(16,132)	23,129
Medicare/Alternative, certificated positions	34,209	19,647	(14,562)	58,829	39,294	(19,535)	235,765
Health and Welfare Benefits, certificated positions	-	405,167	405,167	-	810,333	810,333	4,862,000
State Unemployment Insurance, certificated positions	1,893	10,851	8,958	3,371	21,701	18,330	217,013
Workers' Compensation Insurance, certificated positions	-	18,970	18,970	-	37,939	37,939	227,635
Total Benefits	44,092	709,423	665,331	82,188	1,418,846	1,336,658	8,599,883
Books & Supplies							
Textbooks and Core Materials	-	28,708	28,708	-	57,417	57,417	344,500
Books and Reference Materials	-	576,235	576,235	-	1,152,471	1,152,471	6,914,823
School Supplies	21,692	317,061	295,370	21,692	634,123	612,431	3,804,737
Software	127,690	262,407	134,717	127,690	524,814	397,124	3,148,884
Office Expense	402	11,323	10,921	5,319	22,646	17,327	135,877
Business Meals	-	12,919	12,919	-	25,837	25,837	155,022
Noncapitalized Equipment	771,325	191,924	(579,400)	771,325	383,849	(387,476)	2,303,093
Total Books & Supplies	921,108	1,400,578	479,470	926,025	2,801,156	1,875,131	16,806,936
Subagreement Services							
Special Education	23,552	422,717	399,164	23,552	845,433	821,881	5,072,600
Other Educational Consultants	18,908	353,028	334,120	18,908	706,056	687,149	4,236,338
Total Subagreement Services	42,460	775,745	733,285	42,460	1,551,490	1,509,030	9,308,938
Operations & Housekeeping							
Auto and Travel	1,559	24,801	23,242	22,558	49,602	27,044	297,612
Dues & Memberships	23,739	6,733	(17,006)	23,739	13,467	(10,272)	80,800
Insurance	-	583	583	-	1,167	1,167	7,000
Utilities	106	2,116	2,010	106	4,232	4,126	25,392
Janitorial Services	4,960	1,609	(3,351)	4,960	3,218	(1,742)	19,308

California Online Public Schools Southern California

Budget vs Actual

For the period ended August 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	2,136	57,724	55,588	2,136	115,448	113,312	692,688
Postage and Shipping	29	1,951	1,922	29	3,902	3,873	23,412
Total Operations & Housekeeping	32,529	95,518	62,989	53,527	191,035	137,508	1,146,212
Facilities, Repairs & Other Leases							
Rent	-	23,403	23,403	36,975	46,805	9,830	280,832
Additional Rent	-	1,320	1,320	-	2,640	2,640	15,842
Equipment Leases	-	1,445	1,445	-	2,889	2,889	17,335
Total Facilities, Repairs & Other Leases	-	26,167	26,167	36,975	52,335	15,360	314,009
Professional/Consulting Services							
IT	43,543	79,490	35,947	43,543	158,980	115,437	953,879
Audit & Taxes	-	-	-	-	-	-	172,221
Legal	9,960	19,906	9,946	9,960	39,812	29,852	238,869
Professional Development	-	55,228	55,228	-	110,456	110,456	662,735
General Consulting	48	298,206	298,158	48	596,412	596,363	3,578,469
Special Activities/Field Trips	-	-	-	65,000	-	(65,000)	-
Bank Charges	155	917	762	290	1,833	1,543	11,000
Other Taxes and Fees	3,260	10,852	7,591	3,346	21,704	18,358	130,221
Management Fee	56,650	28,325	(28,325)	56,650	56,650	0	339,900
District Oversight Fee	-	33,710	33,710	-	33,710	33,710	631,405
SPED Encroachment	3,019	-	(3,019)	6,038	-	(6,038)	-
Public Relations/Recruitment	37,549	57,316	19,767	37,549	114,631	77,082	687,787
Total Professional/Consulting Services	154,184	583,948	429,764	222,424	1,134,187	911,763	7,406,486
Depreciation							
Depreciation Expense	-	258	258	-	517	517	3,100
Total Depreciation	-	258	258	-	517	517	3,100
Total Expenses	**3,640,183**	**5,217,603**	**1,577,420**	**5,611,631**	**10,401,496**	**4,789,865**	**66,999,463**
Change in Net Assets	**(890,277)**	**(1,589,495)**	**699,218**	**(1,693,353)**	**(6,773,388)**	**5,080,035**	**7,206,432**
Net Assets, Beginning of Period	15,812,709			16,615,785			
Net Assets, End of Period	**##########**			**##########**			

California Online Public Schools

Statement of Financial Position

August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 23,685,858	$ 6,716,870	$ 12,243,287	$ 1,385,485	$ 1,903,613	$ 1,438,133	$ 47,373,247
Accounts Receivable	(6,042,359)	(944,940)	4,069,996	251,786	(336,891)	(167,799)	(3,170,207)
Public Funding Receivables	-	-	629,013	58,041	-	-	687,054
Grants & Contributions Receivable	-	-	-	-	-	-	-
Factored Receivables	-	-	-	-	-	-	-
Due To/From Related Parties	11,042,478	(1,626,984)	(7,726,503)	(374,718)	(471,613)	(842,660)	0
Prepaid Expenses	289,961	8,449	20,079	1,501	117	-	320,106
Other Current Assets	-	-	-	-	-	-	-
Total Current Assets	**28,975,938**	**4,153,395**	**9,235,873**	**1,322,095**	**1,095,225**	**427,674**	**45,210,200**
				1,322,095			
Long-Term Assets							
Property & Equipment, Net	22,042	-	144,783	-	-	-	166,826
Deposits	20,287	100	-	-	-	-	20,387
Deferred Lease Asset	-	-	-	-	-	-	-
Bond Issue Costs	-	-	-	-	-	-	-
Other Long-Term Assets	-	-	-	-	-	-	-
Total Long Term Assets	**42,330**	**100**	**144,783**	**-**	**-**	**-**	**187,213**
Total Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,391,184	$ 381,802	$ 1,060,623	$ 161,639	$ 212,504	$ 50,030	4,257,783
Accrued Liabilities	2,976,876	(740,363)	402,622	65,409	211,651	57,169	2,973,363
Interest Payable	-	-	-	-	-	-	-
Deferred Revenue	8,702,169	1,411,900	2,601,399	338,673	547,313	187,176	13,788,629
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Capital Lease, Current Portion	-	-	-	-	-	-	-
Notes Payable, Current Portion	-	-	-	-	-	-	-
Bonds Payable, Current Portion	-	-	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-
Total Current Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Long-Term Liabilities							
Deferred Rent, Net of Current Portion	-	-	-	-	-	-	-
Capital Lease, Net of Current Portion	-	-	-	-	-	-	-
Notes Payable, Net of Current Portion	-	-	-	-	-	-	-
Bonds Payable, Net of Current Portion	-	-	-	-	-	-	-
Discount on Bonds	-	-	-	-	-	-	-
Premium on Bonds	-	-	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-	-	-
Total Long-Term Liabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Liabilities	**14,095,835**	**1,056,855**	**4,073,302**	**566,966**	**973,795**	**294,862**	**21,061,615**
Total Net Assets	14,922,432	3,096,640	5,307,354	755,129	121,430	132,812	24,335,798
Total Liabilities and Net Assets	**$ 29,018,267**	**$ 4,153,495**	**$ 9,380,656**	**$ 1,322,095**	**$ 1,095,225**	**$ 427,674**	**$ 45,397,413**

California Online Public Schools

Statement of Cash Flows

For the period ended August 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 08/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (890,277)	$ (17,179)	$ (252,687)	$ (7,726)	$ (85,960)	$ (17,522)	$ (1,271,351)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	-	-	-	-	-	-	-
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	-	(629,013)	(58,041)	-	-	(687,054)
Grants, Contributions & Pledges Receivable	5,101,936	1,215	3,221,974	255,370	23,138	420,525	9,024,158
Due from Related Parties	(1,963,032)	416,368	1,103,337	81,969	304,191	57,168	-
Prepaid Expenses	(27,548)	(159)	(464)	-	(117)	-	(28,287)
Other Assets	-	-	-	-	-	-	-
(Decrease)/Increase in Operating Liabilities:	-	-	-	-	-	-	-
Accounts Payable	(111,991)	(21,805)	14,967	(170)	(13,970)	1,190	(131,779)
Accrued Expenses	(370,442)	(112,159)	(681,258)	(18,435)	(81,092)	(5,408)	(1,268,793)
Deferred Revenue	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-
Total Cash Flows from Operating Activities	**1,738,647**	**266,281**	**2,776,856**	**252,967**	**146,190**	**455,953**	**5,636,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	-	-	-	-	-
Total Cash Flows from Investing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cash Flows from Financing Activities							
Proceeds from Factoring	-	-	-	-	-	-	-
Proceeds from (payments on) Long-Term Debt	-	-	-	-	-	-	-
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Change in Cash & Cash Equivalents	1,738,647	266,281	2,776,856	252,967	146,190	455,953	5,636,894
Cash & Cash Equivalents, Beginning of Period	21,947,211	6,450,589	9,466,431	1,132,519	1,757,423	982,181	41,736,354
Cash and Cash Equivalents, End of Period	**$ 23,685,858**	**$ 6,716,870**	**$ 12,243,287**	**$ 1,385,485**	**$ 1,903,613**	**$ 1,438,133**	**$ 47,373,247**

California Online Public Schools Southern California

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10000	Adventist Health Glendale	SpEd Svcs - 06/23	8/2/2023	$ 320.00
10001	AT&T	Communication Svcs - 07/07/23-08/06/23	8/2/2023	1,074.31
10002	AT&T	Communication Svcs - 07/07/23-08/06/23	8/2/2023	530.70
10003	CA Charter Schools Conference Registration	Conference - 2023	8/2/2023	459.00
10004	Capistrano Unified School District	Oversight Fees - 05/23	8/2/2023	37,503.00
10005	Charter Schools Development Center	CSDC Membership - 07/12/23-07/11/24	8/2/2023	25,395.00
10006	Classkick Co dba Classkick	Subscription - 07/01/23-06/30/24	8/2/2023	24,599.00
10007	CliftonLarsonAllen LLP	Audit Svcs - 06/30/23	8/2/2023	17,010.00
10008	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	3,015.00
10009	Corodata Records Management Inc.	Record Mgmt - 06/23	8/2/2023	718.19
10010	Crown Facility Solutions Inc	Janitorial Svcs - 07/23	8/2/2023	3,663.98
10011	Department of Justice	Fingerprinting Svcs - 06/23	8/2/2023	64.00
10012	Educational Testing Service	School Supplies	8/2/2023	56.00
10013	Effectual Educational Consulting Services	SpEd Svcs - 04/23	8/2/2023	37,189.10
10014	El Paseo Childrens Center Inc.	SpEd Svcs - 03/23 - 05/23	8/2/2023	229,550.39
10015	Encore	Wi-Fi Svcs - 04/23	8/2/2023	810.00
10016	FeldCare Connects	SpEd Svcs - 06/23	8/2/2023	1,200.00
10017	Jostens	School Supplies	8/2/2023	1,341.38
10018	Milestones Therapy Group, A Prof. SLP Corporationc	SpEd Svcs - 04/23 - 05/23	8/2/2023	91,581.85
10019	Netrix	Networking Svcs	8/2/2023	13,000.00
10020	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	347,007.95
10021	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	19,715.00
10022	Pediatric Therapy Associates	SpEd Svcs - 05/23	8/2/2023	15,775.00
10023	PresenceLearning Inc	SpEd Svcs - 05/23 - 06/23	8/2/2023	121,104.00
10024	Professional Tutors of America Inc.	Enrichment Svcs - 06/23	8/2/2023	540.00
10025	Santa Margarita Water District	Utility Svcs - 06/06/23-07/06/23	8/2/2023	101.93
10026	Silver Springs Drinking Water	Bottled Water	8/2/2023	60.00
10027	Specialized Therapy Services Inc	SpEd Svcs - 05/23 - 06/23	8/2/2023	3,584.40
10028	Stanford Sierra Youth & Families	SpEd Svcs - 04/23	8/2/2023	43,600.00
10029	TinyEye Therapy Services	SpEd Svcs - 05/23	8/2/2023	2,299.30
10030	Total Education Solutions dba TES Therapy	SpEd Svcs - 01/23 - 05/23	8/2/2023	433.75
10031	TTC4SUCCESS	SpEd Svcs - 05/23 - 06/23	8/2/2023	164,451.66
10032	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 06/23	8/2/2023	2,848.50
10033	Stanford Sierra Youth & Families	SpEd Svcs - 04/23 - 05/23	8/7/2023	50,972.00
10034	Brandastic, Inc.	Marketing - Video Contract - 50% Billing	8/10/2023	3,250.00
10035	Crown Facility Solutions Inc	Janitorial Svcs - 08/23	8/10/2023	1,296.00
10036	Easy Speech Pathlogy, Inc.	SpEd Svcs - 03/23 - 04/23	8/10/2023	570.00
10037	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	78,815.93
10038	ExploreLearning	Licence - 12 Months	8/10/2023	84,519.70
10039	Incident IQ, LLC	IT Svcs - 10/09/23 - 10/08/24	8/10/2023	33,328.44
10040	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 07/23	8/10/2023	9,960.00
10041	Netrix	Cisco Meraki (4) Net Work Cable (2) Switch (2) Router(2)	8/10/2023	74,347.26
10042	PC Connection Sales Corp	MBP14SG M2Pro-10C/16G/512G (88) Computers	8/10/2023	692,685.53
10043	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	1,981.95
10044	Tutor.com	Enrichment Svcs - Tutoring for (500)	8/10/2023	17,500.00
10045	University Of California - Irvine	Graduadtion - 06/22/23 - CAL5021	8/10/2023	964.50
10046	Ashley Nevins	Reimb - 07/24/23	8/18/2023	11.69
10047	CableMasters	IT Svcs - 06/23	8/18/2023	4,147.00
10048	Corodata Records Management Inc.	Document Storage Mgmt - 07/23	8/18/2023	1,431.32
10049	Corodata Shredding Inc.	Shredding Svcs - 07/11/23 - 07/24/23	8/18/2023	78.00
10050	County of Orange	False Alarm Chgs - 05/26/23 - 10100SH65826	8/18/2023	85.00
10051	Department of Justice	Fingerprinting Svcs - 07/23	8/18/2023	192.00
10052	Pleasant Hill Recreation & Park District	Facility Rental - 04/29/23 - 05/03/23	8/18/2023	3,675.00
10053	Visalia Convention Center	Facility Rental - 05/12/23	8/18/2023	772.00
10054	AT&T	Communication Svcs - 07/07/2023 - 08/06/23	8/25/2023	530.70

California Online Public Schools Southern California

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10055	CE Mechanical Inc	HVAC Repairs - 05/09/23	8/25/2023	956.75
10056	DocuSign, Inc.	Licence	8/25/2023	34,762.24
10057	Domain Networks	Website Domain Listing - Annual	8/25/2023	289.00
10058	FeldCare Connects	SpEd Svcs - 07/23	8/25/2023	600.00
10059	Learning A-Z	School supplies	8/25/2023	35,100.00
10060	Santa Margarita Water District	Water Svcs - 07/06/23 - 08/08/23	8/25/2023	105.59
10061	Stanford Sierra Youth & Families	SpEd Svcs - 06/23	8/25/2023	47,960.00
10062	Charter Impact, Inc.	Business Mgmt Svcs - 07/23 - 08/23	8/29/2023	91,666.00
ACH	Chase Bank	Bank Fee	7/17/2023	129.96
ACH	Chase Bank	Bank Fee	8/15/2023	106.75
20000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	550.00
20001	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	22,047.31
20002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	5,789.68
20003	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	690.00
20004	TinyEye Therapy Services	SpEd Svcs - 05/23	8/2/2023	888.80
20005	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	5,775.00
20006	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	613.80
20007	Effectual Educational Consulting Services	SpEd Svcs - 06/23	8/18/2023	2,638.50

Total Disbursements Issued in August $ 2,522,385.79

California Online Public Schools Southern California

Accounts Payable Aging

August 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Brandastic, Inc.	1206725	8/17/2023	9/1/2023	$ 34,500	$ -	$ -	$ -	$ -	$ 34,500
Brandastic, Inc.	1206736	8/24/2023	9/11/2023	21,000	-	-	-	-	21,000
TTC4SUCCESS	1236	8/4/2023	9/3/2023	7,381	-	-	-	-	7,381
Streamable Learning Inc	1249	8/24/2023	9/23/2023	1,000	-	-	-	-	1,000
WASC - Accrediting Commission for School	1318629	8/15/2023	9/14/2023	1,190	-	-	-	-	1,190
California Department of Tax and Fee Adm	570788259	8/15/2023	9/14/2023	3,094	-	-	-	-	3,094
PC Connection Sales Corp	74430395	8/17/2023	9/16/2023	40,941	-	-	-	-	40,941
PC Connection Sales Corp	74443026	8/22/2023	9/21/2023	88	-	-	-	-	88
PC Connection Sales Corp	74443029	8/22/2023	9/21/2023	90	-	-	-	-	90
PC Connection Sales Corp	74443034	8/22/2023	9/21/2023	240	-	-	-	-	240
PC Connection Sales Corp	74447784	8/23/2023	9/22/2023	1,336	-	-	-	-	1,336
PC Connection Sales Corp	74447786	8/23/2023	9/22/2023	1,342	-	-	-	-	1,342
PC Connection Sales Corp	74447795	8/23/2023	9/22/2023	39	-	-	-	-	39
PC Connection Sales Corp	74452411	8/24/2023	9/23/2023	129	-	-	-	-	129
PC Connection Sales Corp	74452412	8/24/2023	9/23/2023	129	-	-	-	-	129
PC Connection Sales Corp	74452418	8/24/2023	9/23/2023	113	-	-	-	-	113
MT Corporate Certificates	MT-6255851-22	8/9/2023	8/23/2023	-	78	-	-	-	78
Silver Springs Drinking Water	SILV082123	8/21/2023	9/20/2023	60	-	-	-	-	60
Netrix	SOI-000365	8/24/2023	9/23/2023	5,547	-	-	-	-	5,547
Wonder Workshop	WON110447	8/11/2023	9/10/2023	2,278	-	-	-	-	2,278
			Total Outstanding Invoices	$ 120,497	$ 78	$ -	$ -	$ -	$ 120,575

Coversheet

Policy, Compliance, and State Accountability Report

Section: III. Oral Reports
Item: D. Policy, Compliance, and State Accountability Report
Purpose: FYI
Submitted by:
Related Material: CalOPS Board Policy Report October 2023.pdf

October 2023 CalOPS
Policy, Compliance, and State Accountability Report

Governor Newsom Signs LGBTQ+ Legislation

In one of Governor Gavin Newsom's first major legislative actions this fall, several LGBTQ+ related education bills were signed into law over the weekend. These bills, which will become law on January 1, 2024, include the following:

- Assembly Bill (AB) 5 (Zbur, Statutes of 2023) requires local educational agencies (LEAs) to provide at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year, on cultural competency in supporting LGBTQ+ students.
- Senate Bill (SB) 760 (Newman, Statutes of 2023) requires LEAs to provide at least one all-gender restroom for pupil use at each of its school sites by July 1, 2026.
- SB 857 (Laird, Statutes of 2023) will require the State Superintendent of Public Instruction (SSPI), on or before July 1, 2024, to convene an advisory task force to identify the statewide needs of LGBTQ+ pupils and report its findings to the Legislature, SSPI, and Governor by January 1, 2026.

Governor Newsom Signs Book Banning Bill

On September 25, 2023, Governor Gavin Newsom signed Assembly Bill (AB) 1078 (Jackson, Statutes of 2023) into law. As an urgency measure, the bill went into effect immediately upon the Governor's signature.

AB 1078 prohibits a governing board from refusing to use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group. Any violation of this requirement from a governing board constitutes as unlawful discrimination and thus authorizes complaints to be filed with the applicable local educational agency (LEA) under the Uniform Complaint Procedures or with the State Superintendent of Public Instruction (SSPI) directly.

* Sourced from Schools Services of California, Inc.

AB 1604 - Charter School Facility Grant Program

This week Assembly Bill 1604 by Assemblymember Mia Bonta (D - Alameda) was approved by the legislature. AB 1604 is a terrible bill by charter school opponents aimed at choking off one of the few sources of public facility funding for charter schools serving low-income communities.

The bill is now headed to Governor Gavin Newsom (D) to sign, veto, or if he takes no action, to become law. This is not the outcome that we advocated for, and there is more advocacy needed to ask the administration to veto the bill.

*Sourced from CSDC

Laws: Newsom has until Oct. 14 to sign or veto bills. Some bills of interest:

- Retired teachers: Senate Bill 765 would temporarily increase the amount teachers can earn post-retirement so that they can return to the classroom to take teaching positions that districts otherwise can't fill. The temporary measure would start July 1, 2024, and end on July 1, 2026.
- Seal of biliteracy: In order to earn the state seal of biliteracy on their high school diploma, students must show proficiency in English and another language. Assembly Bill 370 gives more opportunities for students to show proficiency in English, including high school GPA, standardized test scores, college-level English language arts class, Advanced Placement exams or SAT scores.
- Newcomer data: Assembly Bill 714 requires the state to report the number of newcomer students, defined as students who were born in another country and arrived in the U.S. within the past three years.
- Reporting Smarter Balanced results: The California Department of Education will face a deadline to release Smarter Balanced results and other state testing data by Oct. 15 each year, starting in the fall of 2024, as a result of legislation that Newsom signed earlier this month.

*Compiled by Laura Johnson, PVS

Coversheet

Approval of Minutes from the September 05, 2023 Board Meeting (attached)

Section:	IV. Consent Items
Item:	A. Approval of Minutes from the September 05, 2023 Board Meeting (attached)
Purpose:	Vote
Submitted by:	
Related Material:	230905 FOR REVIEW CalOPS Board Meeting Minutes.pdf

DRAFT

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time
Tuesday September 5, 2023 at 3:30 PM

Location
CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
1201 Cara Road, Dinuba, CA 93618
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536
32946 Calle San Marcos San Juan Capistrano, 92675
9423 Reseda Blvd. Apt#230, Northridge, CA 91324

———————

Join Zoom Meeting
https://zoom.us/j/93762840563
Meeting ID: 937 6284 0563
Dial In:
+1 (669) 444-9171 ext. 93762840563# US

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California Online Public Schools is the Governing Board for:

CalCA North Bay	School Phone: (707) 232-5470	School Fax (727) 987-5570
CalCA Central Valley	School Phone: (559) 571-2300	School Fax (559) 746-0497
CalCA Central Coast	School Phone: (661) 230-9820	School Fax (661) 568-0053
CalCA Monterey Bay	School Phone: (831) 200-1006	School Fax (831) 401-2669
CalCA Northern California	School Phone: (209) 253-1208	School Fax (209) 253-0406
CalCA Southern California	School Phone: (949) 461-1667	School Fax (949) 240-7895

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Eva McGahey at (714) 248-6179 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Directors Present
E. Pavlich, E. Wickliffe (remote), M. Henjum (remote), P. Hedrick (remote)

Directors Absent
A. Pulsipher, D. Rivas

Guests Present
Ben Hartelt (remote), C. Sanchez Reyes (remote), D. Hertzler (remote), D. Kozub (remote), Don Carter (remote), E. McGahey, H. Roney (remote), H. Tamayo (remote), Harold Roney (remote), Jason Sitomer (remote), Jennifer Martinez (remote), Jennifer Simms - MOP (remote), John Small (remote), K. Mannix (remote), Kristina Craig (remote), L. Carter, L. Dombek (remote), L. Johnson (remote), M. White (remote), Matt Percin (remote), R. Romero (remote), R. Savage (remote), Ryan Beld (remote), S. Ford (remote), Sarah - MOP (remote), V. Acosta

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I. Opening Items

A. Call the Meeting to Order

E. Pavlich called a meeting of the board of directors of California Online Public Schools to order on Tuesday Sep 5, 2023 at 3:41 PM.

B. Roll Call

CalOPS Staff
Bernie Jamero - CalOPS Executive Assistant
Dan Hertzler - CalOPS Director of Business Services
Eva McGahey - CalOPS Administrative Assistant - SoCal Office
Heather Tamayo - CalOPS Middle School Principal
Jennifer Martinez - CalOPS Administrative Assistant
Kara Mannix - CalOPS High School Principal
Kristina Craig - CalOPS SpEd Teacher
LaChelle Carter - CalOPS Director of Financial Services - SoCal Office
Leslie Dombek - CalOPS Director of Student Achievement
Marcus White - CalOPS Elementary School Principal
Richard Savage - CalOPS Superintendent
Richie Romero - CalOPS Deputy Superintendent
Stephen Ford - CalOPS Assistant Superintendent of Human Resources

Viridiana Acosta - CalOPS Executive Assistant - NorCal Office
Harold Roney - CalOPS Director of Student Services

Contracted Staff
Chandre Sanchez Reyes - PVS Academic Success Partner
Don Carter - K12
Donna Kozub - PVS School Financial Services
Jason Sitomer - Charter Impact Managing Director
Laura Johnson - PVS School Success Partner
Matt Percin - Charter Impact Director of Client Finance
Ryan Beld - K12

Members of the Public
Ben Hartelt
Sarah
Jennifer Simms
John Small

C. Approval of Agenda

P. Hedrick made a motion to Approve Agenda.
E. Pavlich seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe	Aye
M. Henjum	Aye
P. Hedrick	Aye
E. Pavlich	Aye
D. Rivas	Absent
A. Pulsipher	Absent

II. Oral Reports

A. Superintendent's Report

R. Savage gives overview of in person back to school event for CalOPS Staff. This provided a great opportunity to team build and form connections with staff.
For staffing updates, we have ~25 resumes for new hires. Not much due to growth, but due to some turnover this year
Middletown Unified superintendent is in full support of CalOPS. Ready to go for renewal, will be submitted very soon.
Monterey Bay has been in contact, we will be having a public hearing Sept 26 at Scotts Valley Unified. Their Board Meeting for approval will occur October 24.
Scheduled our annual site visit (virtually this year) with Central Coast, Cuyama Unified, with Superintendent.

In contact with CAPO Unified, and set for Nov 1 is our Annual Site Visit with new CAPO Superintendent will come to CAPO office for visit and discussion.
No new developments with NorCal, Ripon Unified or Alpauch Unified.

B. Principals' Report (attached)

M. White kicks off Principals' Report discussing student needs on first day of school. ES team is doing their best to support students and families. Answering a lot of questions this year!

H. Tamayo states that welcome calls are almost complete with around 80% of calls on camera. EL families are getting lots of one-on-one attention.

K. Mannix goes over the back to school connection with high school department and team leads being great to guiding each team to build peer connection. A lot of focus on welcome calls this year! 12th grade beginning classes this week and grade bands 9-11 are beginning with pretesting this year (MAP Testing).

C. CalCA Financial Report (attached)

L. Carter discusses financial report and all school to school debts being paid. Also speaks on the chart attached that go over unaudited actuals. Finished with a positive end fund balance for all schools besides Monterey Bay, goals to spend down this next year. Missing some Title and LCFF money, but expected to roll in soon. Spent 96% of what is budgeted largely due to transition and staffing costs.

Unaudited actual due on Sept 15th, the draft is attached and there should be minimal changes between this and the finalized version to be brought to the Board next month for ratification.
Recently did cash management report on Title Funds, able to use funds as intended for all schools other than North Bay (need to transfer some funds from Title I to Title II).

ConApp sent off. A new travel policy sent out to staff to clear up gray areas and ensure CalOPS spend public funding appropriately.

Special Ed Contracts are an ongoing process, trying to finalize any from past years. SLPs are now being brought on in house.

D. Policy, Compliance, and State Accountability Report

D. Hertzler goes over the board policy update and hits on several big points. CalOPS connected with B. Jones to help with lobbying efforts in the capitol. He is a great knowledge on political structure and also provides connections through the Assembly and Senators.

No major bills we are worried about, some possible changes to independent study law. This is resulting in gov reaching out to big schools, us included, to ask questions and seek input.

The Monterey Bay petition is submitted and we are attending the Public Comment section of Board Meeting and due for approval later in October. North Bay petition will be submitted next week, for approval within 90 days of that submission. Ripon submitted sometime in October for approval in January.

III. Consent Items

A. Approval of Minutes from the June 21, 2023 Board Meeting (attached)

B. Approval of Staffing Report (attached)

C. Approval of Pearson Invoice(s) (attached)

D. Approval of Contracts over $20k (attached)

E. Approval of Year End Financial Statements (attached)

F. Approval of Unaudited Actuals for Fiscal Year Ending June 30, 2023 and Authorization of California Director of Finance to Submit to the Appropriate Parties (attached)

G. Approval of Education Protection Account (EPA) Expenditure Plans for the 2023-2024 School Year (attached)

H. Approval of Consolidated Applications (attached)

P. Hedrick made a motion to Approve Consent Items A-H.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Pavlich	Aye
P. Hedrick	Aye
E. Wickliffe	Aye
A. Pulsipher	Absent
M. Henjum	Aye
D. Rivas	Absent

IV. Action Items

A. Approval of Benjamin Hartelt as New Member of the CalOPS Board of Directors (attached)

M. Henjum made a motion to Approve Benjamin Hartelt as the New Member of the CalOPS Board of Directors.
P. Hedrick seconded the motion.
B. Hartelt has just begun his 17th year at Calistoga High School. Primarily teaching Social Studies, but also ASB Student Activities Director.

Ben's background and resume has been reviewed and approved of by a lot of the CalOPS leadership team. They have met with him and believe he aligns with the schools' core beliefs and goals.
The board **VOTED** to approve the motion.

Roll Call

E. Pavlich	Aye
A. Pulsipher	Absent
D. Rivas	Absent
E. Wickliffe	Aye
M. Henjum	Aye
P. Hedrick	Aye

B. Approval of Declaration of Need for Fully Qualified Educators (attached)

P. Hedrick made a motion to Approve Action Item B, Approval of Declaration of Need for Fully Qualified Educators.
M. Henjum seconded the motion.
This is largely a protocol required by CDE. Looking to the future for need for emergency credential teacher. Do not forecast needing any, but this is here for rules and regulations as a precaution.
The board **VOTED** to approve the motion.

Roll Call

E. Pavlich	Aye
P. Hedrick	Aye
E. Wickliffe	Aye
D. Rivas	Absent
A. Pulsipher	Absent
M. Henjum	Aye

V. Information Items

A. Pearson Virtual Schools Update

L. Johnson wishes congrats to CalOPS as we start our school year off great and supporting our students. PVS Enrollment team is support CalOPS recently up until this week even. PVS has released new tools introduced in past agenda intended to enhance program. Small wins initiative introduced 19 additional features and functionalities. Offers thanks for continued partnership.

C. Reyez Sanches updates on the specific tools that have been built or enhanced for families and/or staff. The planner is now more accessible. Custom assessments are now available for teachers. Class for LiveLesson now includes enhanced features like polling, seating charts, breakout rooms, camera view for teacher only, etc. Learner journey is final update, a report that schools can run in Power BI to see students thoughts on experience with school.

B. School Enhancement Target (SET) Update (attached)

L. Dombek reviews SET from 4th quarter of last school year.
Meeting goals with tentative grad rates, and we currently see the highest ever grad rate for our schools. Project Success grad rate is at 96.2%!

Summer School pass rate of 83% and 18/19 enrolled students graduated.

Waiting on Data Quest results for official data pulls rather than current estimated numbers we are presenting.

Academic goals have 53.4% success with Schoolwide PLCs and 67.6% for Math PLCs. PLC meeting every other week and leads 1x/month to improve and work on goals.

Engagement goals are excellent, ranging 97.7%-100%! Conversations are being had with parents and students.

Participation goals sit around 93.3-94% for i-Ready Math and Reading and 96.7-96.8% for MAP Math and Reading.

C. CalOPS Board of Directors Resources

D. Hertzler notes resources listed on this agenda and refers to the email sent to the board earlier this AM (09/05). Provides required CSDC Brown Act Training and optional BoardOnTrack Board Member training. Also gives contact info for BoardOnTrack resources with Brianna, Governance Coach, and Yuna Shin, Member Success Specialist.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:37 PM.

Respectfully Submitted,
E. Pavlich

Coversheet

Approval of Staffing Report (attached)

Section: IV. Consent Items
Item: B. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: CalCA-CalOPS_Staffing Report_09.2023.pdf
Dana Hohn Resume.pdf
Jennifer Martinez Resume.pdf
Julie Barsby Resume.pdf
Miriam Segura Resume.pdf
Nicholas Espy Resume.pdf
Rachel McInturf Resume.pdf
Sarah Shvarts Resume.pdf
Shannon Ford Resume.pdf

CALCA Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Barsby, Julie	School Admin Asst I	$28.00		08/24/2023
Espy, Nicholas	Technology Specialist	$32.47		09/07/2023
Ford, Shannon N.	School Enroll Spec	$89,090.14		09/18/2023
Hohn, Dana	School Admin Asst I	$25.00		08/24/2023
Martinez Lucero, Jennifer	School Admin Asst I	$25.00		08/24/2023
McInturf, Rachel T.	School Admin Asst I	$25.00		08/24/2023
Segura, Miriam	School Admin Asst I	$26.50		08/24/2023
Shvarts, Sarah	Floating Teacher	$58,243.50		08/31/2023

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
Blackburn, Michael	Teacher - Secondary	08/31/2023	Mutual Agreement
Loewner, Sophie	Temporary Employee	08/31/2023	Voluntary- Temp
Manning, Kyle S.	Teacher - Secondary	08/14/2023	Return to Brick & Mortar
Law, Kristyn N.	Teacher - Special Ed	09/25/2023	Transferred out

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Berman, Morrissa	Teacher - Secondary	Teacher - Advisory	$61,743.50	0.00	08/16/2023
Condon, Jessica J.	School Exec Assistant	AsstDirofBusinessServices	$94,263.75	0.00	08/16/2023
Hinojos, Krystal	School Admin Asst II	School Exec Assistant	$35.00	0.00	08/09/2023
Mosso, Sheryl	Computer Network Spc	Lead Comp Tech Specialist	$96,495.77	0.00	09/01/2023

DANA HOHN

PROFESSIONAL SUMMARY

Ambitious Enrollment Specialist with exemplary listening and communication skills. Adept at planning, organizing and facilitating enrollment process. Assesses the eligibility of candidates for specific programs, making recommendations and maintaining meticulous records while possessing a high standard of accuracy.

WORK HISTORY

Parent Resource Center - ***Enrollment Specialist***
Modesto, CA • 11/2021 - Current

- Met or exceeded enrollment and retention goals consistently. Helping over 240 families as of November 2021.
- Finalized and processed enrollment applications.
- Reviewed applications for different aid programs and determined which qualification criteria for individuals.
- Designed presentations and marketing materials to promote County programs.

Modesto CVB and City of Modesto - ***Senior Administrative Coordinator***
Modesto, CA • 04/2012 - 01/2021

- Prepared agendas and took minutes at meetings to archive proceedings.
- Automated office operations, managing client correspondence, record tracking and data communications in database.
- Improved productivity initiatives, managing accounts, coordinating itineraries and scheduling team appointments and conferences.

SKILLS

- Time management
- Strong Multitasking and Organizational Skills
- Strong Communicative and Client Relation Skills
- Project Planning and Management
- Database Management
- Enrollment Coordination

EDUCATION

Starting This Fall: Modesto Junior College
Modesto • Expected in 05/2025

Associate of Arts: Business Administration

Modesto Junior College
Modesto, CA • Expected in 07/2023

Certificate: Human Resource Specialist

Parent Resource Center
Modesto, CA • 02/2022

Certificate: Mandated Reporter, CTI Training

Modesto High School
Modesto, CA • 06/2001

High School Diploma

Hohn's Customs - ***Assistant Office Manager***

Modesto, CA • 04/2006 - 11/2010

- Created and updated physical records and digital files to maintain current, accurate, and compliant documentation
- Optimized office schedule to balance team workloads, group productivity and financial targets
- Delivered top-notch administrative support to office staff, promoting excellence in office operations

Jennifer Martinez Lucero

Qualifications Summary

Proven ability to interact professionally, efficiently, and pleasantly with all stakeholders. Fluent in Spanish (speak, read, write, translate). Excellent customer service and communication skills. Extensive Experience using MS Office Suite, Google Drive, and various computerized programs. Student Systems and other programs experience such as, Simbli, Agenda Online, SoftTime, Informed K12, PowerSchool, Synergy, Aeries, BEST and Transportation Management System (TMS).

Education

University of Massachusetts-Global (Online), Irvine, California
Bachelor of Arts in Business Administration- In Progress

East Los Angeles College, Monterey Park, California
Associate of Arts Degree, Legal Secretary
Office Assistant- Certification

Experience

Montebello Unified School District, Montebello, California
Senior Office Assistant (Student Services)- December 2015-January 2022
August 2022-April 2023

- Served as direct assistant to Program Specialist, supported all aspects of the Home Instruction, Independent Study and Saturday School Programs district-wide.
- Trusted to analyze and interpret data for ADA recovery.
- Worked to alleviate executive overload by handling time reporting, database management and reviewed student information data for accuracy and completeness.
- Addressed and resolved all certificated and classified staff time reporting issues.
- Worked as a backup Switchboard Operator for the District office.

Lynwood Unified School District, Lynwood, California
Administrative Assistant (Superintendent's Office)- February 2022- August 2022

- Prepared and distributed the Bi-monthly Board of Education Agendas in a timely manner and followed the Brown Act guidelines.
- Prepared, composed, and distributed the Board of Education meeting minutes.
- Processed the Superintendent's office invoices accurately.
- Translated, formatted, and distributed the Weekly Superintendent's Newsletter.
- Formatted and Distributed the Executive Cabinet Weekly Board of Education Updates.
- Coordinated and scheduled all district office room reservations.

Best Premium Logistics d.b.a All Best Logistics, Commerce, California
Logistics Coordinator - February 2006 - 2015

- Supported an efficient production system in a fast-paced environment by accurately processing all new orders and dispatching drivers to deliver goods in a timely manner.
- Performed a range of administrative duties from processing the drivers' weekly payroll to processing invoices.
- Communicated delivery statuses to customers via telephone and email.
- Worked to ensure quality service and addressed and resolved all customer issues.

Julie K. Barsby

OBJECTIVE

To obtain a full time position locally that will enable me to expand my skills and to further my knowledge around various types of administrative, managerial and office practices; while being able to provide the highest level of support that the past 12 years working in Education has afforded me.

EDUCATION

1996 Graduate of Lodi High School
Graduate, United States Air Force Signals Intelligence. Served from 1996 - 2000

MANAGEMENT/LEADERSHIP

I am currently responsible for the day to day operations of our elementary (K-5th) school office.
As the only Special Education Administrative Assistant in the department, I was allowed to obtain the highest level of responsibilities and duties to assist the 2 Special Education Directors, 4 Program Specialists, and over 50 Special Education staff members.
· Personally developed SPED office practices, training materials, PowerPoint training, templates and presented to staff for professional development training and webinars. Conducted SEIS training to staff.
· Screened candidates for employment, attended employee interviews, onboard new employees and assisted with confidential HR related employee issues.
· Managed all SPED IEP records in the SEIS system. Created SEIS accounts and managed IEP and staff compliance. Manage school and student records.
· Managed, developed, and calculated all SPED contracts and yearly costs.
· Owned and operated family deli, catering and fruit stand business. I hired, trained and managed 5 employees. Balanced payroll, managed A/R and A/P.

COMMUNICATION

I am comfortable with and able to conduct difficult conversations. I am open to other people's ideas and points of view. I possess excellent personal communication skills and I am an effective listener and a confident speaker.
· Completed Restorative Practices training to further my knowledge and ability to effectively communicate with my co-workers, family, and community.
· Utilize programs like Google Docs and OneNote to create communication documents for monitoring compliance and accountability with all SPED staff.
· I pride myself on having excellent customer service and people skills.
· Utilize different types of technology for conducting weekly conference calls with regional SPED Staff and Outside Agencies.
· Attended and assisted facilitating weekly meetings with SPED Director and Program Specialists to communicate and obtain department needs.
Responsible for all schoolwide communications to families and students and staff. \
Assist Principal and Vice Principal with scheduling meetings, staffings, and parent complaints.

QUALIFICATIONS

· I possess and utilize the following organizational skills: Prioritize, Planning, Organization, Execution, and Efficiency.
Listen and communicate with our students and families. Create a welcoming environment in the front office for visitors and students.
· Maintain and complete yearly contracts with over 15 different NPS/NPA's. Calculate yearly service costs per student, per service and draft Independent Service Agreements for each student.
Maintain student enrollment, attendance, and update student records as needed.
· Monitor Special Ed. Finances and accounts to maintain SPED budget. Process all SPED invoices and accounts payable.
· Manage Special Education student caseloads, IEP compliance in the SEIS system.
CASEMIS/CALPADS Reporting. Create and conduct SEIS training with new staff. Locate and work with outside service providers and agencies.
· Worked directly with the SELPA, CDE, OAH Re: Due Process Hearings, CDE SESR File Compliance Review, and submitting Personnel Data Reports.
· Order all supplies, and items needed for students in the classroom and school staff.
· Assist with screening potential candidates and participate in employee interviews and assist with all Special Education professional development training.
· Arranged for IEP translations and Interpreters. Or parent conference translators.
· Helped create and distribute weekly/monthly newsletter.
· Order and maintain inventory on Assistive Technology devices, Staff IT devices and Assessment Inventories. Manage distribution of student computer devices used for distance learning.
· Assisted with supporting Principal, Program Specialists and SPED Director with timesheet submissions and approvals.
· Create vendor accounts and submit staff qualifications to vendors.
· Ability to type 50 WPM.
· Familiar with programs such as: Word, Excel, PowerPoint, OneNote, Google Docs, SEIS, Powerschool, QuickBooks, and more.
· Familiar with Cash Accounting and Accrual Accounting practices and principals, AR/AP, monitor account balances, follow up with delinquent payments, and draft quarterly statements and reports.

EXPERIENCE

-Office Technician & Special Educ. Data Analyst, TEAM Charter School,	07/6/2020 - Current
-Special Education Administrative Assistant, Aspire Public Schools	06/9/2010 - 05/17/2017
-Owner, Curry Farms Country Store Deli and Catering	05/1/2012 - 12/30/2016
-Typist Clerk II (Special Ed. Dept.) Lodi Unified School District	08/2007 - 06/2010
-Typist Clerk II (Payroll Dept.), Lodi Unified School District	04/2007 - 08/2007
-Retail Management at Victoria's Secret, Hot Topic, and Dillards	2003 - 2006
-United States Air Force, Signals Intelligence	1996 - 2000

MS

MIRIAM SEGURA

PROFESSIONAL SUMMARY

Experienced administrative professional with over 9 years of experience in assisting executive rolls in education, and business management. Highly skilled in data entry, 5 star customer relations and service, administration, case management, and youth and adult crisis intervention. Excellent reputation for project management, community and business related marketing and networking, resolving problems, improving community satisfaction, and driving all operational improvements. Skilled in monitoring student/client activities to facilitate positive and supportive learning environment and emotional crisis support and management. Responsive and engaging Human Resources Assistant skilled in supporting employees and managers with diverse HR needs. Expert with word processing, database and benefits administration software. Focused on keeping systems updated and facilitating positive employee relations.

SKILLS

- Client Engagement
- Data Entry / Confidentiality Compliance
- Community Outreach Coordination
- Advanced MS Office Programs Proficiency
- Sales and Marketing
- Project/Event Management and Planning
- Conflict Resolution
- Special Education Support
- K-12 Behavior Improvements
- Small Group and Individual Assistance
- HR Systems
- Positive Reinforcement Strategies

WORK HISTORY

Business Development Manager | Elite Division - Lodi, CA 02/2022 - CURRENT

- Produced over 250 client office files, updated spreadsheets and crafted presentations to support executives and boost team productivity.
- Created expense reports, budgets and filing systems for management team.
- Prepared documents, reports and presentations for executives and board members using advanced software proficiencies.
- Transcribed minutes of meetings and executed meetings and events for company to support sales, business development and senior management teams.

- Handled logistics, catering, agendas and travel arrangements for meeting and event planning for board of directors, president and executive vice president.
- Maintained original leases and renewal documents in digital and hardcopy format for property management office.
- Maintained payroll and benefits for employees in various locations and diminished financial discrepancies through expert program management.
- Maintained company compliance with local, state and federal laws, in addition to established organizational standards.
- Monitored and handled employee claims involving performance-based and harassment incidents.
- Built client relationships by responding to inquiries, identifying and assessing clients' needs, resolving problems, and following up with potential and existing clients.
- Identified and pursued valuable business opportunities to generate new company revenue and improve bottom line profit.
- Facilitated onboarding sessions and on-the-job training for new hires, bolstering employee job position knowledge and skillset.

Executive Assistant | San Joaquin County Office Of Education - Stockton, CA 06/2018 - 02/2022

- Developed and maintained automated alert system for upcoming deadlines on incoming requests and events year round.
- Organized logistics and materials for each meeting, arranged spaces and took detailed notes for later dissemination to key stakeholders.
- Upheld strict timetables by maintaining accurate, balanced calendars.
- Worked with 8 managers to achieve compliance with organizational policies, providing clarifying information and recommending necessary changes.
- Provided guidance on policies and procedures to harmonize responses, provide appropriate investigation actions and reach resolution of grievances.
- Recruited top talent to maximize profitability.
- Represented organization at industry conferences by manning booths and giving polished presentations.
- Collaborated with various county schools, companies and government entities to shape approaches and leveraged trends in local marketplaces and industries.
- Responded to emails and other correspondence to facilitate communication and enhance business processes.

Business Manager | Aspire Public Schools - Stockton, CA 05/2013 - 05/2018

- Managed all aspects of Student Information Systems (ensuring integrity of student demographic, health, scheduling, and academic data)
- Responsible for enrolling school entirely, keep track of all funding and budgets.
- Responsible for custody of student files, ensuring they are obtained and maintained effectively manages all aspects of student enrollment and attendance reporting, maintaining accurate electronic and hard copy records.
- Managed confidential information appropriately and complied with HIPPA guidelines.
- Collects and processes payments for dozens of school events (e.g., lunch deposits, donations, fundraisers) according to state policy and best practices.
- Developed, hired trained and evaluated educators and support staff. Took corrective action as necessary on a timely basis and in accordance with company policy; consulted with Human Resources as needed.
- Worked with Principal to supervise Building Manager and other educational classified staff.

CERTIFICATIONS

- CAP - Certified Administrative Professional
- CM - Certified Manager Certification
- First Aid/CPR Certified
- RBT - Registered Behavior Technician
- Victim Witness Advocate
- Adult Crisis Mental Health
- CPI (Crisis Prevention Intervention)
- 67 WPM
- Project Management Certified
- HIPPA Compliance Certified

LANGUAGES

Spanish

Native or Bilingual

EDUCATION

San Joaquin Delta College, Stockton, CA

Associate of Science: Business And Managerial Economics

Nicholas Espy

EDUCATION

Bachelor of Science Degree in **Software Development**
Western Governors University, Salt Lake City, UT — November 2019 – March 2021

Associate of Science Degree in **Computer Information Systems,** Emphasis: **Programming**
Crafton Hills College, Yucaipa, CA — April 2013 – May 2015

CERTIFICATIONS AND AWARDS

- CompTIA A+
- CompTIA Project+
- CIW Advanced HTML5 and CSS3 Specialist
- CIW User Interface Designer
- Oracle Database 12c: SQL Fundamentals

RELEVANT WORK EXPERIENCE

Saddleback Valley Unified School District – Technology Specialist
Saddleback Valley District Office, Mission Viejo, CA — October 2021 - Current
- Streamlined SVUSD procedures by analyzing operating practices, data logs, and forms control
- Used IP addresses to program a script to maintain and organize the inventory of over 2,000 devices which facilitated the district's accessibility to locate and maintain devices across 35 schools
- Assembled, installed, and configured new and existing mobile, computing and related peripheral equipment
- Installed, maintained, and troubleshooted desktop computer hardware and software
- Optimized and automated tasks within the inventory system to provide effective computer maintenance

Coast Southwest Inc. – Jr. System Admin
Regional Office, Placentia, CA — December 2019 - October 2021
- Knowledge of network address assignment and common network troubleshooting methods
- Administered network monitoring systems, alerting, and log management
- Collaborated with managers to redesign and reconfigure network firewalls, 2-factor authentication, and virtualized servers to ensure enhanced security for Coast Southwest Chemical
- Managed user domain account management, remote network access, and user separation requests
- Provided direct resolution of limited scope issues relating to various software and hardware problems

InQBrands – Front End Developer (Contractor)
InQbrands Headquarters, Ontario, CA — July 2018 – November 2019
- Wrote well designed, testable, and efficient code by using best software development practices (e.g.- visual cues, visible user sign ups, limited pop-ups, and user accessibility)
- Created website layout/user interfaces by using standard HTML/CSS practices
- Integrated data from various back-end services and databases
- Communicated with my team and clients to ensure product matched the inherent visual design and intention

ESRI – Information Systems and Technology Division Technician
ESRI Headquarters, Redlands, CA — June 2017 - June 2018
- Provided quality Service Desk telephone assistance including evaluating, categorizing, prioritizing, and first-level resolution of a broad range of user problems
- Provided immediate resolutions and follow ups with service desk requests, log issues, and email requests within a timely manner to better support workflow and efficiency
- Managed the directory by creating users and managing files within a forest style database system within a timely manner
- Coordinated user domain account management, remote network access, and user separation requests to ensure company confidentiality and integrity

Microsoft – Community DEV Specialist
Microsoft Store, Mission Viejo, CA — April 2014 - June 2017
- Educated students on java programming and computer science to inspire a passion for coding
- Built rapport with corporate managers, team members and members of the community to organize, prioritize, and execute Microsoft community engagement events

SKILLS AND INTERESTS

- Skills: Office Suite, SQL, Web Development, Java, Python, Ivanti Management System
- Interests: Home Automation, Plex Servers, Swimming, 3D Printing (FDM and SLA), Linux Distros, Home Networking

RACHEL MCINTURF

General Enrollment Coordinator

Dynamic and engaging Educator transitioning to **General Enrollment Coordinator** with over 10 years of experience in client management, professional communication, and relationship cultivation. Demonstrated experience in providing quality customer support, offering guidance, and planning implementations. Successful problem solver who is adaptable and resourceful with an accomplished track record of fostering effective collaboration and communication. Possesses strong organizational and leadership skills with the ability to multitask in a high volume and demanding environment.

PROFESSIONAL EXPERIENCE

Martinez Unified School District | Martinez, CA
John Swett Unified School District | Rodeo, CA **February 2023 – Present**
Substitute Teacher

- Provided detailed documentation and reporting regarding strategic goals and objectives resulting in 100% client satisfaction
- Performed one-on-one coaching with clients that require customized training tailored to individual learning types
- Handled changing circumstances within five locations with ease and flexibility, supporting the needs of clients across multiple departments
- Created and maintained strong interpersonal relationships with clients and stakeholders that renewed based on success and effectivity

John Swett Unified School District | Rodeo, CA **August 2016 – December 2021**
Teacher

- Managed ongoing database importing hundreds of new client rosters, passwords, and personal information
- Heavily contributed to Kindergarten onboarding and enrollment process for 100+ students
- Functioned as team lead within the department to schedule and facilitate virtual meetings, assess progress, and prioritize organizational project goals
- Developed engaging lessons with digital tools and educational platforms aligned with chosen curriculum
- Review and revise curriculum to align with learning objectives and differentiate content accordingly
- Used strategic planning to develop reporting policies for 100 students in coordination with senior leadership team
- Conducted performance gap analysis to assess current state and prioritize performance issues based on organizational goals
- Documented various data points for 25 clients with extreme accuracy for strict compliance records
- Provided clear, concise written and verbal communication daily with clients and stakeholders virtually and in-person
- Created digital client-facing resources, guiding internal and external clients through technical product integrations

CalSERVES | Santa Rosa, CA **August 2012 – January 2016**
Program Coordinator

- Managed and coordinated interviewing and onboarding process for 60 new hires, ensuring hiring processes and protocols were being followed with 100% accuracy
- Scheduled and led meetings with team of ten to review project status and generate new project goals and deliverables
- Scheduled and led training calls with 10+ participants across four time zones and three projects daily

- Designed effective training and onboarding resources to enhance performance and client satisfaction
- Performed ad hoc reporting and various data analyses within multiple departments for senior leadership team
- Created and shared website using Wix to connect new and onboarding members, providing resources related to housing, food access, available government resources, and other members seeking support and relationships

EDUCATION AND CERTIFICATIONS

Sonoma State University | Rohnert Park, CA
Bachelor of Arts - Liberal Studies
Multiple Subject Teaching Credential

TECHNICAL PROFICIENCIES

Microsoft Office Suite ǀ Google Workspace ǀ Trello ǀ Adobe Acrobat | Wix | Zoom

Sarah Shvarts

Committed, credentialed educator with online teaching experience who leverages synchronous and asynchronous learning to provide all students with an education that fits their needs and interests. Virtual games, hands-on activities, collaborative online group work and use of multimedia in exploring new concepts fosters academic growth and boosts engagement for all students.

PROFESSIONAL EXPERIENCE

Oak Ridge Elementary School, San Jose, CA — Mar 2021 - June 2023

Teacher-1st grade

- Collaborated with 1st grade and PLC team to set grade level academic goals, review student performance on assessments, identify interventions, share resources, and track student growth
- Designed lessons to meet individual student needs and promote student growth in all subject areas, including additional of visual vocabulary and sentence level support for multilingual learners and additional movement breaks and modifications to make lessons more interactive and developmentally appropriate for young children
- Sought out and learned new programs and technology to keep lessons productive and engaging, including differentiated learning through iReady and Boddle and virtual escape room-style puzzles on BreakoutEDU
- Assessed students with formative and summative techniques to track student progress and select relevant interventions as needed, resulting in significant academic growth for all students
- Introduced social-emotional skills addressing emotional regulation and conflict resolution with all students and provided customized support for students who found the classroom environment challenging
- Served as SST and 504 coordinator, scheduling meetings, providing suggestions for academic and behavioral interventions in the classroom and at home as well as ensuring teachers follow up with students' families

Sakamoto Elementary School, San Jose, CA — Jan 2021 - Mar 2021

Distance Learning Long-term Substitute Teacher in 4th/5th grade combination class

- Adapted and created lessons, assessments and games to the online environment for whole class, small group and one-on-one instruction
- Utilized a range of online resources to supplement our lessons, including Seesaw through the creation of a daily digital journal and custom tasks, embedded videos, etc

- Provided personalized support to help struggling students access grade level content and enrichment opportunities for students operating above grade level
- Built classroom community through morning meetings, breakout rooms, and collaborative projects utilizing Google Slides and Google Docs

Hayes Elementary School, San Jose, CA Aug 2019 - June 2020

Oak Grove Residency (Student) Teacher in kindergarten

- Adapted instruction to a virtual environment when district transitioned to distance learning, taking the lead on creating virtual notebooks on Seesaw and communicating our new schedule to families
- Implemented SEAL* strategies in both online and in person classroom, pairing academic language development with content knowledge [*SEAL=research-based instructional strategies to support multilingual learners in the classroom which also benefit all students' development of vocabulary and academic language]
- Engaged students in hands-on learning in science, math and English language arts
- Sourced inclusive texts and images for lessons, ensuring all students were represented during lessons

Swing Education, San Jose, CA Oct 2018 - Aug 2019

Substitute Teacher

- Rapidly adapted to different schools, classrooms and grade levels TK through 5th grade
- Adhered to a variety of classroom management systems and individual student behavior plans

Rocketship Mateo Sheedy, San Jose, CA Aug - Nov 2015

Kindergarten Teacher - Literacy

- Taught phonics, reading comprehension and writing to two classes of kindergarteners daily
- Maintained classroom behavior management routines with individualized support for students as needed

Farnham Elementary School, San Jose, CA Sept - Dec 2014

Student Teacher in 2nd grade classroom

- Prepared series of escape room style challenges to review content in math, reading and social studies
- Led small group reading instruction in phonics, vocabulary development and comprehension skills

TALK International, Belmont, CA 2012 - 2014

English as a Foreign Language Teacher

- Helped students achieve measurable goals: earning higher scores on the TOEFL and IELTS exams

- Maintained records of student goals, grades, attendance, performance on weekly assessments

EDUCATION, CREDENTIAL

Clear Multiple Subject Teaching Credential, California - anticipated August 2023
Preliminary Multiple Subject Teaching Credential, California 2020
MA in Education, San Jose State University, San Jose, CA May 2020
TESOL and Advanced TESOL Certificates, Transworld Schools, San Francisco, CA 2011
Bachelor of Arts in Anthropology, Vassar College, Poughkeepsie, NY 2007

SHANNON FORD

SKILLS

Clear and effective communicator
Collaborates well with others
Learns new concepts quickly
Performs well under pressure
Action and results oriented
Exceptional problem-solver
Microsoft Office Suite and Google Workspace Proficient

EDUCATIONAL BACKGROUND

University of La Verne
MS School Counseling 2003
PPS Credential 2003

California State University Bakersfield
BA English, Psychology Minor
1998

WORK BACKGROUND

ACCOUNT SUCCESS MANAGER

EDUCATION ADVANCED, 2023

-Provide support and training to help customers successfully implement software
-Deliver virtual academies to instruct and assist customers with product knowledge
-Act as an educational consultant to troubleshoot and provide solutions for master schedule and staffing issues
-Coordinate implementation process with district leadership

ACCOUNT DEVELOPMENT MANAGER

EDUCATION ADAVANCED, 2021

-Used market knowledge to help potential clients understand product value
-Utilized Salesforce and Salesloft to source, manage and connect with future clients
-Developed strategies to effectively target and market to specific personas

JUNIOR HIGH SCHOOL COUNSELOR

RANCHO PICO JR HIGH, 2011-2021

-Campus test coordinator for state testing (CAASPP)
-Worked extensively with stakeholders to resolve concerns, troubleshoot, and coordinate resources for student success
-Coordinated with administration to adjust, balance, and create master schedule

HIGH SCHOOL COUNSELOR

GOLDEN VALLEY HIGH SCHOOL, 2008-2011

-AP test coordinator
-Assisted students with college planning and college applications. Guided students in creation of digital academic portfolio
-Entered course requests, balanced classes, and worked with students to ensure a schedule that met educational goals

Coversheet

Approval of Expenditures over $20k (attached)

Section:	IV. Consent Items
Item:	C. Approval of Expenditures over $20k (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS Expenses Over 20k -October Board Meeting.pdf Invoices_Over20k+_BoardDoc_092723.pdf Purchase_Order_20k+_BoardDoc_092723.pdf

CalOPS INVOICES Paid Over 20k

Paid by ACH	Sent for Payment	Vendor	Invoice #	Date of Invoice	Amount	Description	School Allocation
8/29/2023		The Perfect Impression	Inv 66949		$33,870.14	Marketing/Branding	All Schools
	8/30/2023	Effectual Educational Consulting Services	10769	05/31/2023	$33,924.00	SPED Services	SoCal
8/30/2023		Nearpod	Inv 589412		$82,136.00	Professional Services: Teaching Resource	All Schools
	9/8/2023	Capturing Kids' Hearts	74120	08/30/2023	$42,000.00	Employee Related: Staff Training/Prof. Dvlpmt	All Schools
	9/8/2023	El Paseo Children's Center Inc	3083	07/31/2023	$30,082.48	SPED Services	SoCal
	9/8/2023	Effectual Educational Consulting Services	10971	06/30/2023	$21,653.20	SPED Services	SoCal
	9/15/2023	Curriculum Associates	90769419	08/25/2023	$49,540.00	Instructional: I-READY	All Schools
	9/22/2023	Alpaugh Unified School District	23-0001	08/31/2023	$79,139.36	Authorizer Oversight: District Oversight	Central Valley
	9/22/2023	Neuron Fuel Inc.	INVE-VV-713-SN	09/15/2023	$45,630.00	Professional Services: Digital Reading Platform	All Schools

CalOPS Purchase Orders Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2023-24-18	9/21/2023	Than/Bernie	Mind Education	Pre K-8 Math Supplement Program	$37,590.00
2023-24-20	9/25/2023	Than/Bernie	IXL Learning	Personal Instruction and CAASPP Skill Plans	$115,245.00

INVOICE

THE PERFECT IMPRESSION

Phone: (949) 305-0797 Fax: (949) 315-3925
E-Mail: info@theperfectimpression.com
27111 Aliso Creek Road, Suite 150, Aliso Viejo CA 92656

Date	Invoice Number
8/25/2023	66949

Festival TShirts - 3 Locations

Bill To:

California On Line Public Sch.
Julie Colombero

Phone: 949-427-1131 Cell:
E-Mail: Jcolombero@casca.connectionsacademy.org Fax: - -

Ship To:

Ship Method: Pick Up

Terms	Sales Rep	Customer PO
	Suzie Abrahams	

Style	Description	Colors /Stitches	Size	Qty	Rate	Amount
	3 Locations - 1 Size Set of Screens					
2000B	2000B Gildan Youth Ultra CottonTM T-Shirt	Royal	XS	**155**	9.00	1395.00
			S	**230**	9.00	2070.00
			M	**360**	9.00	3240.00
			L	**480**	9.00	4320.00
2000	2000 Gildan Adult Ultra CottonTM T-Shirt	Royal	S	**410**	9.00	3690.00
			M	**450**	9.00	4050.00
			L	**470**	9.00	4230.00
			XL	**425**	9.00	3825.00
			2XL	**264**	11.00	2904.00
			3XL	**85**	12.00	1020.00
			4XL	**30**	13.00	390.00
			5XL	**20**	15.00	300.00

Payments Made:

Total	31434.00
Tax Amount	2436.14
Net Total	**33870.14**
Payments	0.00
Balance Due	**33870.14**

Thank you for your business.

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Seq # **60705**

EFFECTUAL EDUCATIONAL CONSULTING SERVICES
22756 Sweet Meadow
Mission Viejo, CA 92692
(661) 400-1407
rhawnda.bochum@eecsspedservices.com

Effectual Educational Consulting Services

BILL TO

Connections Education dba Pearson
OBL
SoCal
10960 Grantchester Way - 3rd floor
Columbia, MD 21044

INVOICE # 10769
DATE 05/31/2023

TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Kathryn Pierson - School Psychologist: SoCal 05/12/23 1.50 Emily Armstrong 05/19/23 1.00 Kenneth Macias	2.50	110.00	275.00
Lydia Ghobrial - Adaptive PE services: SOCAL 05/24/23 1.00 Maximus Lopex 05/25/23 1.00 Maximus Lopez 05/26/23 1.50 Maximus Lopez 05/30/23 0.25 Maxijmus Lopez	3.75	110.00	412.50
Michelle Ballard - School Psychologist: SOCAL 05/03/23 3.50 Andrew Zamora 4980765 05/08/23 3.00 Andrew Zamora 4980765 05/09/23 3.00 Andrew Zamora 4980765 05/18/23 2.00 Andrew Zamora 4980765 05/19/23 1.50 Andrew Zamora 4980765 05/22/23 2.00 Andrew Zamora 4980765 05/23/23 1.00 Andrew Zamora 4980765 05/25/23 2.00 Andrew Zamora 4980765 05/26/23 0.50 Andrew Zamora 4980765 05/26/23 2.00 Andrew Zamora 4980765 05/30/23 1.50 Andrew Zamora 4980765 05/30/23 0.50 Andrew Zamora 4980765	22.50	110.00	2,475.00
Elizabeth Orozco - School Psychologist: SOCAL 04/05/23 1.50 Angelica Allen 04/12/23 4.50 Angelica Allen 04/14/23 1.00 Angelica Allen 04/17/23 4.00 Angelica Allen 04/20/23 1.50 Angelica Allen 04/28/23 1.50 Angelica Allen 05/09/23 1.00 Jonathan Dominguez 05/11/23 1.00 Jonathan Dominguez 05/15/23 1.00 Jonathan Dominguez	23.50	110.00	2,585.00

DESCRIPTION	QTY	RATE	AMOUNT
05/19/23 1.00 Jonathan Dominguez 05/30/23 3.00 Jonathan Dominguez 05/31/23 2.50 Jonathan Dominguez			
Linda Nguyen - School Psychologist: SOCAL 05/05/23 2.00 Timothy Brown 4460571 05/30/23 2.00 Elena Gutierrez 4702102	4	110.00	440.00
Bevy Escobar - School Nurse: Socal 05/18/23 4.00 Fernandez, Kairi 05/31/23 4.00 Lopez, Maximus 05/04/23 4.00 Thurman, Kayden	12	110.00	1,320.00
Clarissa English - School Psychologist: SoCal 05/05/23 1.00 Kairi Fernandez 05/19/23 1.00 Kairi Fernandez 05/25/23 4.00 Kairi Fernandez 05/26/23 6.00 Kairi Fernandez 05/30/23 1.00 Kairi Fernandez	13	110.00	1,430.00
Dale Stone - Speech and Language Pathologist: SoCal 05/01/23 1.00 Arteaga, Petra 05/04/23 0.50 Blanquet, Isaiah 05/11/23 0.50 Blanquet, Isaiah 05/18/23 0.50 Blanquet, Isaiah 05/25/23 0.50 Blanquet, Isaiah 05/03/23 0.50 Gentle, Niko 05/04/23 0.50 Gentle, Niko 05/10/23 0.50 Gentle, Niko 05/11/23 0.50 Gentle, Niko 05/17/23 0.50 Gentle, Niko 05/18/23 0.50 Gentle, Niko 05/24/23 0.50 Gentle, Niko 05/25/23 0.50 Gentle, Niko 05/31/23 0.50 Gentle, Niko 05/01/23 0.50 Hesselman, Henry 05/04/23 0.50 Hesselman, Henry 05/08/23 0.50 Hesselman, Henry 05/11/23 0.50 Hesselman, Henry 05/15/23 0.50 Hesselman, Henry 05/18/23 0.50 Hesselman, Henry 05/22/23 0.50 Hesselman, Henry 05/25/23 0.50 Hesselman, Henry 05/01/23 0.50 Jackson, Teri Lynn 05/03/23 0.50 Jackson, Teri Lynn 05/08/23 0.50 Jackson, Teri Lynn 05/10/23 0.50 Jackson, Teri Lynn 05/15/23 0.50 Jackson, Teri Lynn 05/17/23 0.50 Jackson, Teri Lynn 05/22/23 0.50 Jackson, Teri Lynn 05/24/23 0.50 Jackson, Teri Lynn 05/31/23 0.50 Jackson, Teri Lynn 05/02/23 1.00 Movchan, Rylee 05/09/23 1.00 Movchan, Rylee 05/16/23 1.00 Movchan, Rylee	21.75	130.00	2,827.50

DESCRIPTION	QTY	RATE	AMOUNT
05/23/23 1.00 Movchan, Rylee 05/30/23 1.00 Movchan, Rylee 05/19/23 0.75 Movchan, Rylee			
Gary Vierra - Adaptive PE services: SoCal 05/01/23 0.25 Denis Solonovich 05/01/23 0.50 Denis Solonovich 05/10/23 0.50 Denis Solonovich 05/10/23 0.25 Denis Solonovich 05/15/23 0.25 Denis Solonovich 05/15/23 0.50 Denis Solonovich 05/22/23 0.25 Denis Solonovich 05/22/23 0.50 Denis Solonovich 05/05/23 0.25 Jonathan Tulak 05/05/23 0.50 Jonathan Tulak 05/12/23 0.25 Jonathan Tulak 05/12/23 0.50 Jonathan Tulak	4.50	110.00	495.00
Katie Walker - School Psychologist: SoCal 05/09/23 0.50 Maximus Lopez 05/12/23 1.00 Maximus Lopez 05/27/23 7.00 Maximus Lopez	8.50	110.00	935.00
BAE Therapy - Behavior Intervention Services: SOCAL 04/04/23 2.00 Maltida Brothers 3026559 04/21/23 2.00 Maltida Brothers 3026559 04/26/23 2.00 Maltida Brothers 3026559	6	110.00	660.00
BAE Therapy - Behavior Intervention Services: SOCAL 05/03/23 2.00 Maltida Brothers 3026559 05/10/23 2.00 Maltida Brothers 3026559 05/17/23 2.00 Maltida Brothers 3026559 05/24/23 2.00 Maltida Brothers 3026559 05/30/23 2.00 Maltida Brothers 3026559	10	110.00	1,100.00
Monique Charbonnet - Physical Therapist: SoCal 050/5/23 0.50 Clarissa Sierra 05/12/23 0.50 Clarissa Sierra 05/26/23 0.50 Clarissa Sierra 05/26/23 0.50 Clarissa Sierra 05/31/23 0.50 Clarissa Sierra 05/31/23 0.50 Clarissa Sierra	3	160.00	480.00
Sheri Genovese - SLP & OT Services: SoCal 05/02/23 0.42 Robert Gray 05/16/23 0.42 Robert Gray 05/25/23 0.20 Robert Gray 05/30/23 0.42 Robert Gray 05/03/23 0.25 Airin Lee 05/05/23 0.50 Airin Lee 05/10/23 0.25 Airin Lee 05/12/23 0.50 Airin Lee 05/17/23 0.25 Airin Lee 05/19/23 0.50 Airin Lee	15.01	130.00	1,951.30

DESCRIPTION	QTY	RATE	AMOUNT
05/24/23 0.25 Airin Lee 05/26/23 0.50 Airin Lee 05/10/23 0.25 Nathan Lafontaine 05/12/23 0.50 Nathan Lafontaine 05/17/23 0.25 Nathan Lafontaine 05/19/23 0.50 Nathan Lafontaine 05/24/23 0.25 Nathan Lafontaine 05/26/23 0.50 Nathan Lafontaine 05/01/23 0.20 Elijah Calhoun 05/01/23 0.50 Elijah Calhoun 05/03/23 0.50 Elijah Calhoun 05/08/23 0.20 Elijah Calhoun 05/08/23 0.50 Elijah Calhoun 05/10/23 0.50 Elijah Calhoun 05/15/23 0.20 Elijah Calhoun 05/15/23 0.50 Elijah Calhoun 05/17/23 0.50 Elijah Calhoun 05/22/23 0.20 Elijah Calhoun 05/22/23 0.50 Elijah Calhoun 05/24/23 0.50 Elijah Calhoun 05/31/23 0.20 Elijah Calhoun 05/31/23 0.50 Elijah Calhoun 05/10/23 0.20 Abel Wesley 05/10/23 0.50 Abel Wesley 05/17/23 0.20 Abel Wesley 05/17/23 0.50 Abel Wesley 05/24/23 0.20 Abel Wesley 05/24/23 0.50 Abel Wesley 05/31/23 0.20 Abel Wesley 05/31/23 0.50 Abel Wesley			
Sarah Johnson - Adaptive PE services: SoCal 05/04/23 0.50 Aiden Iiola 05/18/12 0.50 Aiden Iiola 05/25/23 0.50 Aiden Iiola 05/02/23 0.50 Irene Bahn 05/09/23 0.50 Jason Butts 05/03/23 0.50 Johnny Bowman 05/10/23 0.50 Johnny Bowman 05/17/23 0.50 Johnny Bowman 05/24/23 0.50 Johnny Bowman 05/31/23 0.50 Johnny Bowman 05/09/23 0.50 Maximumum Lopez 05/11/23 0.50 Maximumum Lopez 05/17/23 0.25 Mia McDaniel 05/02/23 0.50 Nico Gentile 05/10/23 0.50 Nico Gentile 05/17/23 0.50 Nico Gentile 05/24/23 0.50 Nico Gentile 05/31/23 0.50 Nico Gentile	8.75	110.00	962.50
Artesja Cobb - Occupational Therapist: SOCAL 4/12/2023 0.5 Bryce Adams 4/19/2023 0.5 Bryce Adams 4/26/2023 0.5 Bryce Adams	3.50	130.00	455.00

DESCRIPTION	QTY	RATE	AMOUNT
4/17/2023 0.5 Giovanni Dinh 4/24/2023 0.5 Giovanni Dinh 4/20/2023 0.5 Niko Gentle 4/27/2023 0.5 Niko Gentle			
Artesja Cobb - Occupational Therapist: SoCal 5/3/2023 0.50 Bryce Adams 5/10/2023 0.50 Bryce Adams 5/17/2023 0.50 Bryce Adams 5/24/2023 0.50 Bryce Adams 5/31/2023 0.50 Bryce Adams 5/1/2023 0.50 Giovanni Dinh 5/8/2023 0.50 Giovanni Dinh 5/15/2023 0.50 Giovanni Dinh 5/22/2023 0.50 Giovanni Dinh 5/25/2023 1.00 Giovanni Dinh 5/11/2023 0.50 Niko Gentle 5/18/2023 0.50 Niko Gentle 5/25/2023 0.50 Niko Gentle	7	130.00	910.00
Cheryl Stein - Adaptive PE services: 05/03/23 0.75 Vincent Holling 05/10/23 0.75 Vincent Holling 05/17/23 0.75 Vincent Holling 05/24/23 0.75 Vincent Holling 05/31/23 0.75 Vincent Holling	3.75	110.00	412.50
Gabriela Gonzalez - School Counselor: SoCal 4/3/23 0.50 Armonie Stewart 2876660 4/3/23 0.80 Armonie Stewart 2876660 4/6/23 1.00 Armonie Stewart 2876660 4/17/23 0.50 Armonie Stewart 2876660 4/17/23 1.00 Armonie Stewart 2876660 4/24/23 0.50 Armonie Stewart 2876660 4/24/23 1.50 Armonie Stewart 2876660 4/6/23 0.50 Jonathan Tulak 2259378 4/6/23 0.50 Jonathan Tulak 2259378 4/20/23 0.50 Jonathan Tulak 2259378 4/20/23 2.00 Jonathan Tulak 2259378 4/28/23 0.50 Jonathan Tulak 2259378 4/28/23 1.00 Jonathan Tulak 2259378	10.80	110.00	1,188.00
Gabriela Gonzalez - School Counselor: SOCAL 5/1/23 0.50 Armonie Stewart 2876660 5/1/23 1.00 Armonie Stewart 2876660 5/8/23 0.50 Armonie Stewart 2876660 5/8/23 1.00 Armonie Stewart 2876660 5/15/23 0.50 Armonie Stewart 2876660 5/15/23 1.00 Armonie Stewart 2876660 5/22/23 0.50 Armonie Stewart 2876660 5/22/23 1.50 Armonie Stewart 2876660 5/4/23 0.50 Jonathan Tulak 2259378 5/4/23 2.00 Jonathan Tulak 2259378 5/11/23 0.50 Jonathan Tulak 2259378 5/11/23 2.00 Jonathan Tulak 2259378 5/18/23 0.50 Jonathan Tulak 2259378	14.80	110.00	1,628.00

DESCRIPTION	QTY	RATE	AMOUNT
5/18/23 1.30 Jonathan Tulak 2259378 5/26/23 0.50 Jonathan Tulak 2259378 5/26/23 1.00 Jonathan Tulak 2259378			
Gabriela Gonzalez - School Counselor: 4/6/23 0.50 Nicholas Kargl 4201328 4/6/23 0.70 Nicholas Kargl 4201328 4/20/23 0.50 Nicholas Kargl 4201328 4/20/23 1.00 Nicholas Kargl 4201328 4/27/23 0.50 Nicholas Kargl 4201328 4/27/23 0.50 Nicholas Kargl 4201328 5/4/23 0.50 Nicholas Kargl 4201328 5/4/23 0.70 Nicholas Kargl 4201328 5/19/23 0.50 Nicholas Kargl 4201328 5/19/23 1.00 Nicholas Kargl 4201328 5/19/23 0.50 Nicholas Kargl 4201328 5/19/23 0.50 Nicholas Kargl 4201328 5/26/23 0.50 Nicholas Kargl 4201328	7.90	100.00	790.00
Jill Morrison - School Counselor: SOCAL 05/01/23 0.50 S. Rivera 05/01/23 2.34 S. Rivera 05/08/23 0.50 S. Rivera 05/08/23 2.34 S. Rivera 05/15/23 0.50 S. Rivera 05/15/23 2.34 S. Rivera 05/22/23 0.50 S. Rivera 05/22/23 0.92 S. Rivera	9.94	100.00	994.00
Jill Morrison - School Counselor: 05/24/23 0.50 P. Arteaga 05/24/23 0.92 P. Arteaga 05/31/23 0.50 P. Arteaga 05/31/23 2.34 P. Arteaga	4.26	110.00	468.60
Henry Hernandez - School Psychologist: SoCal 05/09/23 0.50 Duncan Flores 05/09/23 1.78 Duncan Flores 05/23/23 0.50 Duncan Flores 05/23/23 1.78 Duncan Flores 05/04/23 0.50 Alfredo Pineda 05/04/23 1.78 Alfredo Pineda 05/11/23 0.50 Alfredo Pineda 05/11/23 1.78 Alfredo Pineda 05/18/23 0.50 Alfredo Pineda 05/18/23 1.78 Alfredo Pineda 05/25/23 0.50 Alfredo Pineda 05/25/23 1.78 Alfredo Pineda 05/02/23 0.50 Samaria Sova 05/02/23 1.78 Samaria Sova 05/09/23 0.50 Samaria Sova 05/09/23 1.78 Samaria Sova 05/16/23 0.50 Samaria Sova 05/16/23 1.78 Samaria Sova 05/23/23 0.50 Samaria Sova 05/23/23 1.78 Samaria Sova 05/30/23 0.50 Samaria Sova	29.64	100.00	2,964.00

DESCRIPTION	QTY	RATE	AMOUNT
05/30/23 1.78 Samaria Sova 05/04/23 0.50 Ryan Torres 05/04/23 1.78 Ryan Torres 05/18/23 0.50 Ryan Torres 05/18/23 1.78 Ryan Torres			
Henry Hernandez - School Counselor: SoCal BIS 05/03/23 0.50 Benjamin Barba 05/03/23 1.78 Benjamin Barba 05/09/23 0.50 Benjamin Barba 05/09/23 1.78 Benjamin Barba 05/18/23 0.50 Benjamin Barba 05/18/23 1.78 Benjamin Barba 05/25/23 0.50 Benjamin Barba 05/25/23 1.78 Benjamin Barba 05/04/23 0.50 Gillian Gray 05/04/23 1.78 Gillian Gray 05/11/23 0.50 Gillian Gray 05/11/23 1.78 Gillian Gray 05/18/23 0.50 Gillian Gray 05/18/23 1.78 Gillian Gray 05/25/23 0.50 Gillian Gray 05/25/23 1.78 Gillian Gray 05/05/23 0.50 Dante Lopez Garcia 05/05/23 1.78 Dante Lopez Garcia 05/11/23 0.50 Dante Lopez Garcia 05/11/23 1.78 Dante Lopez Garcia 05/18/23 0.50 Dante Lopez Garcia 05/18/23 1.78 Dante Lopez Garcia 05/25/23 0.50 Dante Lopez Garcia 05/25/23 1.78 Dante Lopez Garcia 05/03/23 0.50 Robert Gray 05/03/23 1.78 Robert Gray 05/17/23 0.50 Robert Gray 05/17/23 1.78 Robert Gray 05/31/23 0.50 Robert Gray 05/31/23 1.78 Robert Gray 05/11/23 0.50 Isabel Pablo Cruz 05/11/23 1.78 Isabel Pablo Cruz 05/24/23 0.50 Isabel Pablo Cruz 05/24/23 1.78 Isabel Pablo Cruz 05/03/23 0.75 Gage Chouinard 05/03/23 1.78 Gage Chouinard 05/10/23 0.75 Gage Chouinard 05/10/23 1.78 Gage Chouinard 05/17/23 0.75 Gage Chouinard 05/17/23 1.78 Gage Chouinard 05/24/23 0.75 Gage Chouinard 05/24/23 1.78 Gage Chouinard 05/31/23 0.75 Gage Chouinard 05/31/23 1.78 Gage Chouinard 05/30/23 1.00 Immanuel Hunter-Hines	52.41	110.00	5,765.10

Thank you for your business.

BALANCE DUE **$33,924.00**

nearpod
A Renaissance Company

Invoice
#INVn589412
07/19/2023

1855 Griffin Rd.
Suite A290
Dania Beach FL 33004

Bill To

CALIFORNIA CONNECTIONS ACADEMY
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675
United States

Ship To

CALIFORNIA CONNECTIONS ACADEMY
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675
United States

TOTAL

$82,136.00 USD

Due Date: 08/18/2023

Terms	Due Date	PO #	Sales Rep	Start Date	End Date
Net 30	08/18/2023	2022 - 23 - 30		07/13/2023	07/12/2024

Item	Amount
Nearpod Premium Plus - District	$26,449.98
Flocabulary Plus	$19,380.00
Nearpod Math Program	$28,356.03
Nearpod English Learner	$6,599.99
Online Training	$1,350.00

Subtotal	$82,136.00
Tax (0%)	$0.00
Total	$82,136.00 USD

Payment Address:
Nearpod Inc.
c/o Stifel Bank Lockbox Services
PO Box 771470 St. Louis, MO 63177-9816

Payment by ACH/Wire (Domestic Payments Only):
Bank Name: Stifel Bank
Account Number: 16455603
Account Name: Nearpod Inc.
Bank Routing No. ACH/EFT: 081018998

Payment by Wire (International Payments Only):

Beneficiary Bank:	Associated Bank N.A. 200 N Adams Street Green Bay, WI 54301
Beneficiary Swift:	ABGBUS44XXX
Beneficiary Account:	90008814
Beneficiary Name:	Stifel Bank 8000 Maryland Ave Clayton, Mo 63105
Reference:	**Nearpod 16455603 (Required)**

By paying this Invoice you represent and warrant that the paying entity agrees and accepts the Nearpod Terms and Conditions available at: https://nearpod.com/terms-conditions and the Nearpod Privacy Policy available online at: https://nearpod.com/privacy-policy, the Flocabulary Terms of Use available online at: https://flocabulary.com/terms-of-use/, and the Flocabulary Privacy Policy available online at: https://flocabulary.com/privacy-policy/, as applicable and you further represent you have the authority to bind the paying entity to these terms.

INVn589412

Invoice

1199 Haywood Dr.
College Station, TX 77845

DATE	INVOICE NO.
8/30/2023	74120

74-2900345

BILL TO
California Connections Academy Attn: Accounts Payable 33272 Valle Road San Juan Capistrano, CA 92675

P.O. NO.	TERMS	STATE
	Due upon receipt	CA

QTY	DESCRIPTION	RATE	AMOUNT
2	Capturing Kids' Hearts 1: A Custom Virtual Experience - Covers up to 50 Participants August 30-31, 2023 Trainer: Jamie Millan- 15 Participants Attended Trainer: Melanie Edmond- 9 Participants Attended	21,000.00	42,000.00

Thank you for your business! Please call 979-703-6780 with any questions.

Total	$42,000.00
Payments/Credits	$0.00
Balance Due	$42,000.00

BILLING INVOICE

Invoice #	3083	Bill To:	Connections Academy
Invoice Date:	7/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		calca-finance@calca.connectionsacademy.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .655
	CapCo	Chesnee Pedersen	OT Services	7/12/2023	0.33	1	110	$110.00		$0.00
	CapCo	Chesnee Pedersen	OT Services	7/19/2023	0.33	1	110	$110.00		$0.00
	CapCo	Chesnee Pedersen	OT Services	7/26/2023	0.33	1	110	$110.00		$0.00
	CapCo	Gael Menjivar	IEP	6/2/2023	1.50	1.5	90	$135.00		$0.00
	CapCo	Ivan Inzunza	Ed Assessment	7/14/2023	n/a	n/a	n/a	$1,950.00	145.50	$95.30
	CapCo	Onyx Ray Murrell	OT Assessment	7/14/2023	9.50	9.5	110	$1,045.00		$0.00
	CapCo	Bryce Adams	OT Services	7/14/2023	0.50	1	110	$110.00		$0.00
	CapCo	Bryce Adams	OT Services	7/24/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo (N/S)	OT Services	7/11/2023	0.25	0.5	110	$55.00		$0.00
	CapCo	Jabez Arevalo	OT Services	7/18/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	OT Services	7/25/2023	0.50	1	110	$110.00		$0.00
	CapCo	Matilda Brothers	Speech Services	7/10/2023	0.50	3.5	110	$385.00	82.00	$53.71
	CapCo	Gabriel Villasenor	Speech Services	7/10/2023	0.50	1	110	$110.00		$0.00
	CapCo	Matilda Brothers	Speech Services	7/14/2023	0.50	3.5	110	$385.00	82.00	$53.71
	CapCo	Gabriel Villasenor	Speech Services	7/14/2023	0.50	1	110	$110.00		$0.00
	CapCo	Gabriel Villasenor	Speech Services	7/17/2023	0.50	1	110	$110.00		$0.00
	CapCo	Matilda Brothers	Speech Services	7/21/2023	0.50	3.25	110	$357.50	80.00	$52.40
	CapCo	Gabriel Villasenor	Speech Services	7/24/2023	0.50	1	110	$110.00		$0.00
	CapCo	Matilda Brothers	Speech Services	7/28/2023	0.50	3	110	$330.00	70.00	$45.85
	CapCo	Xaeran Knealing	Ed Assessment	7/15/2023	n/a	n/a	n/a	$1,950.00	54.00	$35.37
	CapCo	Samantha Morales Lomeli	Speech Services	7/12/2023	0.50	1	110	$110.00		$0.00
	CapCo	Aurora Gallegos	Speech Services	7/12/2023	0.50	1	110	$110.00		$0.00
	CapCo	Samantha Morales Lomeli	Speech Services	7/19/2023	0.50	1	110	$110.00		$0.00
	CapCo	Aurora Gallegos	Speech Services	7/19/2023	0.50	1	110	$110.00		$0.00
	CapCo	Samantha Morales Lomeli	Speech Services	7/26/2023	0.50	1	110	$110.00		$0.00
	CapCo	Aurora Gallegos	Speech Services	7/26/2023	0.50	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	OT Services	7/13/2023	0.50	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	OT Services	7/20/2023	0.50	1	110	$110.00		$0.00
	CapCo	Cynthia Navarro	OT Services	7/31/2023	0.50	1	110	$110.00		$0.00
	CapCo	Christian Vega	OT Assessment	7/20/2023	9.50	9.5	110	$1,045.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/10/2023	0.55	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/10/2023	0.50	1	110	$110.00		$0.00
	CapCo	Elijah Romero	APE Services	7/10/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/12/2023	0.55	1	110	$110.00		$0.00
	CapCo	Mason Diaz	APE Services	7/12/2023	0.50	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/13/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/14/2023	0.55	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/17/2023	0.55	1	110	$110.00		$0.00

	CapCo	Athena Lindsay	APE Services	7/17/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/19/2023	0.55	1	110	$110.00		$0.00
	CapCo	Elijah Romero	APE Services	7/19/2023	0.50	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/20/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/21/2023	0.55	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/24/2023	0.55	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/24/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/26/2023	0.55	1	110	$110.00		$0.00
	CapCo	Elijah Romero	APE Services	7/26/2023	0.50	1	110	$110.00		$0.00
	CapCo	Mason Diaz	APE Services	7/26/2023	0.50	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/27/2023	0.50	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/28/2023	0.55	1	110	$110.00		$0.00
	CapCo	Evan Kowaltschuk	APE Services	7/31/2023	0.55	1	110	$110.00		$0.00
	CapCo	Athena Lindsay	APE Services	7/31/2023	0.50	1	110	$110.00		$0.00
	CapCo	Tiarra Neri-Booker	Speech Services	6/15/2023	1.00	1	110	$110.00		$0.00
	CapCo	Nathan Padillia (N/S)	Speech Services	6/15/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Tiarra Neri-Booker	Speech Services	6/22/2023	1.00	1	110	$110.00		$0.00
	CapCo	Nathan Padillia (N/S)	Speech Services	6/22/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Jason Harper (M/U)	510	7/5/2023	0.50	1	100	$100.00		$0.00
	CapCo	Zion Smith	535 Student & Parent	7/7/2023	1.00	2.9	110	$319.00	62.00	$40.61
	CapCo	Adrian Christensen	535	7/11/2023	1.00	4.05	110	$445.50	54.00	$35.37
	CapCo	Ciaran Lennon	535 Student & Parent	7/11/2023	1.50	3.3	110	$363.00	76.00	$49.78
	CapCo	Jason Harper (M/U)	510	7/11/2023	0.50	1	100	$100.00		$0.00
	CapCo	Zion Smith	535 Student & Parent	7/11/2023	1.00	3	110	$330.00	62.00	$40.61
	CapCo	Adrian Christensen	510 Parent and Student	7/12/2023	1.50	4.45	100	$445.00	54.00	$35.37
	CapCo	Ciaran Lennon	535	7/12/2023	1.00	2.75	110	$302.50	76.00	$49.78
	CapCo	Adrian Christensen	535	7/17/2023	1.00	4	110	$440.00	54.00	$35.37
	CapCo	Ciaran Lennon	535 Student & Parent	7/17/2023	1.50	3.3	110	$363.00	76.00	$49.78
	CapCo	Jason Harper (M/U)	510	7/17/2023	0.50	1	100	$100.00		$0.00
	CapCo	Zion Smith	535 Student & Parent	7/17/2023	1.00	2.9	110	$319.00	62.00	$40.61
	CapCo	Adrian Christensen	510 Parent and Student	7/19/2023	1.50	4.45	100	$445.00	54.00	$35.37
	CapCo	Ciaran Lennon	535	7/19/2023	1.00	2.75	110	$302.50	76.00	$49.78
	CapCo	Adrian Christensen	535	7/24/2023	1.00	4.05	110	$445.50	54.00	$35.37
	CapCo	Ciaran Lennon	535 Student & Parent	7/24/2023	1.50	3.25	110	$357.50	76.00	$49.78
	CapCo	Jason Harper (M/U)	510	7/24/2023	0.50	1	100	$100.00		$0.00
	CapCo	Zion Smith	535 Student & Parent	7/24/2023	1.00	3	110	$330.00	62.00	$40.61
	CapCo	Adrian Christensen	510 Parent and Student	7/26/2023	1.50	4.3	100	$430.00	54.00	$35.37
	CapCo	Ciaran Lennon	535	7/26/2023	1.00	2.8	110	$308.00	76.00	$49.78
	CapCo	Adrian Christensen	535	7/31/2023	1.00	4	110	$440.00	54.00	$35.37
	CapCo	Ciaran Lennon	535 Student & Parent	7/31/2023	1.50	3.5	110	$385.00	76.00	$49.78
	CapCo	Jason Harper (M/U)	510	7/31/2023	0.50	1	100	$100.00		$0.00
	CapCo	Zion Smith	535 Student & Parent	7/31/2023	1.00	2.8	110	$308.00	62.00	$40.61
	CapCo	Jabez Arevalo	Speech Services	7/10/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	Speech Services	7/12/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	Speech Services	7/17/2023	0.50	1	110	$110.00		$0.00
	CapCo	Christian Martinez	Speech Services	7/17/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	Speech Services	7/19/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	Speech Services	7/24/2023	0.50	1	110	$110.00		$0.00
	CapCo	Christian Martinez	Speech Services	7/24/2023	0.50	1	110	$110.00		$0.00
	CapCo	Jabez Arevalo	Speech Services	7/25/2023	0.50	1	110	$110.00		$0.00

	CapCo	Zion Smith	515	7/12/2023	0.25	1	110	$110.00		$0.00
	CapCo	Jenavee Munoz	515	7/12/2023	0.25	1	110	$110.00		$0.00
	CapCo	Nevaeh Sohn (N/S)	510	7/12/2023	0.50	0.5	100	$50.00		$0.00
	CapCo	Xaeran Knealing	Nursing Assessment	7/15/2023	1.50	3.25	110	$357.50	65.00	$42.58
	CapCo	Alexander Gomes	Nursing Assessment	7/15/2023	1.50	2.25	110	$247.50	65.00	$42.58
	CapCo	Armando Gomes	Nursing Assessment	7/15/2023	1.50	3	110	$330.00	65.00	$42.58
	CapCo	Xaeran Knealing	ECP	7/15/2023	1.25	1.25	110	$137.50		$0.00
	CapCo	Qnoxx Knealing	ECP	7/15/2023	1.25	1.25	110	$137.50		$0.00
	CapCo	Christian Vega	Ed Assessment	7/11/2023	n/a	n/a	n/a	$1,950.00	3.00	$1.97
	CapCo	Armando Gomes	Ed Assessment	7/19/2023	n/a	n/a	n/a	$1,950.00	85.00	$55.68
	CapCo	Alexander Gomes	Ed Assessment	7/19/2023	n/a	n/a	n/a	$1,950.00	85.00	$55.68
	CapCo	Noah Flores (N/S)	Speech Services	6/16/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Bilal Ahmad (N/S)	Speech Services	6/16/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Penelope Rangel (N/S)	Speech Services	6/19/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Bilal Ahmad (N/S)	Speech Services	6/20/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Noah Flores (N/S)	Speech Services	6/21/2023	0.50	0.5	110	$55.00		$0.00
	CapCo	Penelope Rangel (N/S)	Speech Services	6/21/2023	0.50	0.5	110	$55.00		$0.00
			Total for Service:	**Total for Mileage:**		**Total Due:**		$28,706.00	2,101.50	$1,376.48
		Total	$28,706.00	$1,376.48		$30,082.48				

EFFECTUAL EDUCATIONAL CONSULTING SERVICES
22756 Sweet Meadow
Mission Viejo, CA 92692
(661) 400-1407
rhawnda.bochum@eecsspedservices.com

Effectual Educational Consulting Services

BILL TO

Connections Education dba Pearson
OBL
SoCal
10960 Grantchester Way - 3rd floor
Columbia, MD 21044

INVOICE # 10971
DATE 06/30/2023

TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Paul Friedman - School Psychologist: SoCal 6/2/223 0.50 Kennedy Benson 6/9/223 1.50 Kennedy Benson	2	110.00	220.00
Sarah Johnson - Adaptive PE services: SoCal 06/15/23 1.25 Maximumus 06/05/23 0.50 Niko Gentle 06/14/23 0.50 Niko Gentle 06/21/23 0.50 Niko Gentle 06/08/23 0.50 Aiden Ilaoa 06/15/23 0.50 Aiden Ilaoa 06/05/23 0.50 Irene Bahn 06/06/23 0.50 Jason Butts 06/06/23 0.50 Johnny Bowman 06/14/23 0.50 Johnny Bowman 06/21/23 0.50 Johnny Bowman	6.25	110.00	687.50
Cheryl Stein - Adaptive PE services: 06/07/23 0.75 Vincent Holling 06/14/23 0.75 Vincent Holling 06/19/23 0.75 Vincent Holling	2.25	110.00	247.50
Clarissa English - School Psychologist: SOCAL 06/01/23 3.00 Kairi Fernandez 06/02/23 4.50 Kairi Fernandez 06/08/23 1.50 Kairi Fernandez	9	110.00	990.00
BAE Therapy - Behavior Intervention Services: SOCAL 06/09/23 2.00 Maltida Brothers 3026559 06/12/23 2.00 Maltida Brothers 3026559 06/19/23 2.00 Maltida Brothers 3026559	6	110.00	660.00
Gary Vierra - Adaptive PE services: SoCal 06/05/23 0.25 Denis Solonovich 06/05/23 0.50 Denis Solonovich	3	110.00	330.00

DESCRIPTION	QTY	RATE	AMOUNT
06/12/23 0.25 Denis Solonovich 06/12/23 0.50 Denis Solonovich 06/19/23 0.50 Denis Solonovich 06/19/23 0.25 Denis Solonovich 06/20/23 0.25 Denis Solonovich 06/20/23 0.50 Denis Solonovich			
Lydia Ghobrial - Adaptive PE services: SOCAL 06/06/23 3.00 Maximus Lopez 06/15/23 1.00 Maximus Lopez	4	110.00	440.00
Shayla Robertson - School Psychologist: SOCAL 05/11/23 15.00 Irlanda Martinez Gomez 06/06/23 2.00 Irlanda Martinez Gomez 04/21/23 15.00 Ballentine Christian 03/11/23 15.00 Jeremiah Sutton 06/12/23 1.50 Jeremiah Sutton	48.50	110.00	5,335.00
Katie Walker - School Psychologist: SoCal 06/02/23 1.00 Ballentine Christian 06/08/23 1.50 Ballentine Christian 06/09/23 7.00 Maximus Lopez 06/15/23 1.50 Maximus Lopez	11	110.00	1,210.00
Dale Stone - Speech and Language Pathologist: SoCal 06/01/23 0.50 Blanquet, Isaiah 06/07/23 0.50 Blanquet, Isaiah 06/08/23 0.50 Blanquet, Isaiah 06/15/23 0.50 Blanquet, Isaiah 06/22/23 0.50 Blanquet, Isaiah 06/01/23 0.50 Gentle, Niko 06/02/23 0.25 Gentle, Niko 06/07/23 0.50 Gentle, Niko 06/08/23 0.50 Gentle, Niko 06/14/23 0.50 Gentle, Niko 06/15/23 0.50 Gentle, Niko 06/21/23 0.50 Gentle, Niko 06/22/23 0.50 Gentle, Niko 06/01/23 0.50 Hesselman, Henry 06/02/23 0.75 Hesselman, Henry 06/05/23 0.50 Hesselman, Henry 06/08/23 0.50 Hesselman, Henry 06/12/23 0.50 Hesselman, Henry 06/15/23 0.50 Hesselman, Henry 06/22/23 0.50 Hesselman, Henry 06/01/23 0.75 Jackson, Teri Lynn 06/05/23 0.50 Jackson, Teri Lynn 06/07/23 0.50 Jackson, Teri Lynn 06/07/23 1.00 Jackson, Teri Lynn 06/08/23 1.00 Jackson, Teri Lynn 06/12/23 0.50 Jackson, Teri Lynn 06/14/23 0.50 Jackson, Teri Lynn 06/22/23 0.50 Jackson, Teri Lynn 06/06/23 1.00 Movchan, Rylee 06/13/23 1.00 Movchan, Rylee	18.25	130.00	2,372.50

DESCRIPTION	QTY	RATE	AMOUNT
06/20/23 1.00 Movchan, Rylee			
Monique Charbonnet - Physical Therapist: SoCal 06/02/23 0.50 Clarissa Sierra 06/02/23 0.50 Clarissa Sierra 06/09/23 0.50 Clarissa Sierra 06/09/23 0.50 Clarissa Sierra 06/16/23 0.50 Clarissa Sierra 06/16/23 0.50 Clarissa Sierra	3	160.00	480.00
Sheri Genovese - SLP & OT Services: SoCal 06/01/23 0.25 Airin Lee 06/02/23 0.50 Airin Lee 06/06/23 0.25 Airin Lee 06/07/23 0.25 Airin Lee 06/09/23 0.50 Airin Lee 06/14/23 0.25 Airin Lee 06/16/23 0.50 Airin Lee 06/01/23 0.25 Elijah Calhoun 06/06/23 1.00 Elijah Calhoun 06/07/23 0.50 Elijah Calhoun 06/12/23 0.20 Elijah Calhoun 06/12/23 0.50 Elijah Calhoun 06/14/23 0.20 Elijah Calhoun 06/14/23 0.50 Elijah Calhoun 06/21/23 0.20 Elijah Calhoun 06/21/23 0.50 Elijah Calhoun 06/07/23 0.50 Abel Wesley 06/14/23 0.20 Abel Wesley 06/14/23 0.50 Abel Wesley 06/21/23 0.20 Abel Wesley 06/21/23 0.50 Abel Wesley 06/01/23 0.25 Nathan Lafontaine 06/02/23 0.50 Nathan Lafontaine 06/06/23 0.25 Nathan Lafontaine 06/07/23 0.25 Nathan Lafontaine 06/09/23 0.50 Nathan Lafontaine 06/14/23 0.25 Nathan Lafontaine 06/16/23 0.50 Nathan Lafontaine 06/06/23 0.42 Robert Gray 06/12/23 0.25 Robert Gray 06/12/23 0.25 Robert Gray 06/13/23 0.42 Robert Gray 06/19/23 0.25 Robert Gray 06/20/23 0.42 Robert Gray 05/31/23 0.50 Abel Wesley	12.76	130.00	1,658.80
Jill Morrison - School Counselor: SoCal 06/05/23 0.50 S. Rivera 06/05/23 0.92 S. Rivera 06/12/23 0.50 S. Rivera 06/12/23 0.92 S. Rivera 06/19/23 0.50 S. Rivera 06/19/23 0.92 S. Rivera 06/20/23 0.50 R.Lok	7.10	100.00	710.00

DESCRIPTION	QTY	RATE	AMOUNT
06/20/23 0.92 R.Lok 06/27/23 0.50 R. Lok 06/27/23 0.92 R. Lok			
Henry Hernandez - School Counselor: SoCal BIS 06/02/23 0.50 Benjamin Barba 06/02/23 1.93 Benjamin Barba 06/08/23 0.50 Benjamin Barba 06/08/23 1.93 Benjamin Barba 06/15/23 0.50 Benjamin Barba 06/15/23 1.93 Benjamin Barba 06/07/23 0.75 Gage Chouinard 06/07/23 1.93 Gage Chouinard 06/08/23 1.50 Gage Chouinard 06/01/23 0.50 Gillian Gray 06/01/23 1.93 Gillian Gray 06/08/23 0.50 Gillian Gray 06/08/23 1.93 Gillian Gray 06/15/23 0.50 Gillian Gray 06/15/23 1.93 Gillian Gray 06/01/23 0.50 Dante Lopez-Garcia 06/01/23 1.93 Dante Lopez-Garcia 06/08/23 0.50 Dante Lopez-Garcia 06/08/23 1.93 Dante Lopez-Garcia 06/15/23 0.50 Dante Lopez-Garcia 06/15/23 1.93 Dante Lopez-Garcia 06/14/23 0.50 Robert Gray 06/14/23 1.93 Robert Gray 06/07/23 0.50 Isabel Pablo Cruz 06/07/23 1.93 Isabel Pablo Cruz	30.91	110.00	3,400.10
Henry Hernandez - School Psychologist: SoCal 06/08/23 0.50 Adrian Christensen 06/01/23 0.50 Alfredo Pineda 06/01/23 1.93 Alfredo Pineda 06/08/23 0.50 Alfredo Pineda 06/08/23 1.93 Alfredo Pineda 06/15/23 0.50 Alfredo Pineda 06/15/23 1.93 Alfredo Pineda 06/06/23 0.50 Duncan Flores 06/06/23 1.00 Duncan Flores 06/20/23 1.93 Duncan Flores 06/20/23 1.93 Duncan Flores 06/01/23 0.50 Ryan Torres 06/01/23 1.93 Ryan Torres 06/06/23 0.50 Samaria Sova 06/06/23 1.93 Samaria Sova 06/20/23 0.50 Samaria Sova 06/20/23 1.93 Samaria Sova 06/21/23 0.50 Samaria Sova 06/21/23 1.93 Samaria Sova	22.87	100.00	2,287.00
Jill Morrison - School Counselor: SoCal BIS 06/07/23 0.50 P. Arteaga 06/07/23 0.92 P. Arteaga	5.68	110.00	624.80

DESCRIPTION	QTY	RATE	AMOUNT
06/14/23 0.50 P. Arteaga			
06/14/23 0.92 P. Arteaga			
06/21/23 0.50 P. Arteaga			
06/21/23 0.92 P. Arteaga			
06/28/23 0.50 P. Arteaga			
06/28/23 0.92 P. Arteaga			

Thank you for your business.

BALANCE DUE **$21,653.20**

Curriculum Associates

153 Rangeway Road
N. Billerica, MA 01862
FID: 26-3954988

Bill To:
CA Connections Acad-Southern CA
33272 Valle Rd
San Juan Capo, CA 92675
US

Ship To:
CA Connections Acad-Capistrano
33272 Valle Rd
San Juan Capo, CA 92675
US

Invoice Number:	90769419
Account Number:	4035045
Invoice Date:	8/25/23
Due Date:	9/24/23
PO Number:	20232409
Payment Terms:	Net 30
OC #:	60190772

Account:	4418064408
Account Name:	Curriculum Associates, LLC
Bank Name:	Wells Fargo Bank, San Francisco, CA
ABA Routing:	121000248
SWIFT:	WFBIUS6S

Please send remittance detail to:
payments@cainc.com

Line #	Product	Shipped	Unit Price	Extended Amt
1	31278.0 TBX MTH+RDG IRY STU VS 1Y	700	$10.20	$7,140.00
2	33839.0 IRY M+R INST VIRT STU 1Y	1,600	$26.50	$42,400.00

Sub Total:	$49,540.00
Shipping:	$0.00
Tax:	$0.00
Prepayment Applied:	$0.00
Total USD Amt:	$49,540.00

Please do not fall incident to FRAUD. Curriculum Associates will not change its banking instructions without notifying customers through several different channels, including verification via a live phone call from a company designee. We will also place a notice of impending bank account changes on our company web site. If you receive a single, unverified request to change our bank account information for payments, it is likely fraudulent—please n[illegible]eam immediately by email at ar@cainc.com or by phone at +1 (800) 225-[illegible]

Curriculum Associates

153 Rangeway Road
N. Billerica, MA 01862
FID: 26-3954988

Invoice Number:	90769419
Account Number:	4035045
Invoice Date:	8/25/23
Due Date:	9/24/23
PO Number:	20232409
Payment Terms:	Net 30
OC #	60190772
Account:	4418064408
Account Name:	Curriculum Associates, LLC
Bank Name:	Wells Fargo Bank, San Francisco, CA
ABA Routing:	121000248
SWIFT:	WFBIUS6S

PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

Mail payment to Lockbox:
Curriculum Associates LLC
PO Box 936600
Atlanta, GA 31193-6600

Account #:	4035045
Invoice #:	90769419
Invoice Date:	8/25/23
PO #:	20232409
Total USD Amt:	$49,540.00

Please do not fall incident to FRAUD. Curriculum Associates will not change its banking instructions without notifying customers through several different channels, including verification via a live phone call from a company designee. We will also place a notice of impending bank account changes on our company web site. If you receive a single, unverified request to change our bank account information for payments, it is likely fraudulent—please n[illegible] am immediately by email at ar@cainc.com or by phone at +1 (800) 225-[illegible]

Curriculum Associates®

January 1, 2022

Dear Valued Customer:

Curriculum Associates would like to provide a friendly reminder of its banking information which took effect August 2018.

We encourage ACH electronic payments as it ensures timely processing and is environmentally friendly.

Account Number: 4418064408
Account Name: Curriculum Associates, LLC
Bank Name: Wells Fargo Bank—San Francisco, CA
ABA Routing: 121000248
SWIFT Code (International only): WFBIUS6S
Tax ID: 26-3954988

Please send any payment notifications to payments@cainc.com.

Lockbox Address:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Overnight Payment Address:
Curriculum Associates, LLC
Attn: Lockbox 936600
3585 Atlanta Avenue
Hapeville, GA 30354-1705

Invoice Delivery Options

Curriculum Associates is pleased to offer electronic invoice delivery via email. Electronic invoice delivery allows for:

- Prompt delivery of invoices
- The ability to distribute to multiple recipients.

If you would like to request electronic invoice delivery, please contact our Accounts Receivable team. Please reference your Quote Number, Invoice Number, and/or Account Number and provide the email address to which we should send the invoice indicating you would like to opt in for electronic invoice delivery.

The Accounts Receivable team can be reached via email: Email: ar@cainc.com,
phone +1 (800) 225-0248 (option 3), or fax +1 (800) 366-1158

From Your Partner in Education,

Curriculum Associates, LLC
800-225-0248
https://www.curriculumassociates.com/support

ALPAUGH UNIFIED SCHOOL DISTRICT

Invoice

23-0001

August 31, 2023

PO BOX 9 , 5313 Road 39
Alpaugh , CA 93201
Phone: 559-949-8413
Fax: 559-949-8173

Bill To:
California Connections Academy Central Valley

DESCRIPTION	AMOUNT
1% District 2022-2023 Oversight fees of total LCFF Revenues	$ 79,139.36
Total	$ 79,139.36

THANK YOU FOR YOUR BUSINESS!

Please submit check payable to:
Alpaugh Unified School District
Attn: Juana Limon
PO Box 9
Alpaugh , CA 93201

If you have any questions regarding this invoice, please contact: Juana Limon (559)949-8413

INVOICE

California Online Public Schools
33272 Valle Road
SAN JUAN CAPISTRANO CALIFORNIA 92675
UNITED STATES

Invoice Date
Sep 15, 2023

Invoice Number
INVE-VV-713-SN

Reference
Signed Quote Q17787v1

Neuron Fuel Inc.
650B Fremont Ave #330
LOS ALTOS CA 94024-4812
USA
EIN: 87-1778758

Description	Quantity	Unit Price	Discount	Tax	Amount USD
EPIC SCHOOL PLUS | SCHOOLS AND DISTRICTS Digital Reading Platform 40,000+ Books, Audiobooks, Learning Videos 24/7 Access for Anytime Reading Downloadable Books for Anywhere Access For Students 12 and Under Educator Dashboard and Tools FERPA, COPPA Compliant School Year License for 1 Student Account License Period: {9/15/2023 - 9/15/2024}	4225.00	12.00	10.00%	Tax on Sales	45,630.00
License and Invoice Admin: Thanette Short tshort@californiaops.org					
Site: California Online Public Schools 33272 Valle Road San Juan Capistrano CA 92675 United States					
License Provisioned. Signed Quote Attached.					
				INCLUDES TAX	0.00
				TOTAL USD	**45,630.00**

Due Date: Oct 15, 2023
Please note that there is a 3% service charge for all credit card transactions

Bank: Chase Bank
Address: 270 Park Avenue, New York, NY 10017, USA
Account Number: 933272830
Account Type:Business Checking
ACH Routing Number: 322271627

Registered Office: 650B Fremont Ave, Los Altos, CA, 94024, USA.

Domestic Wire Routing Number: 021000021
International Wire SWIFT Code: CHASUS33



View and pay online now

PAYMENT ADVICE

To: Neuron Fuel Inc.
650B Fremont Ave #330
LOS ALTOS CA 94024-4812
USA
EIN: 87-1778758

Customer	California Online Public Schools
Invoice Number	INVE-VV-713-SN
Amount Due	**45,630.00**
Due Date	Oct 15, 2023
Amount Enclosed	

Enter the amount you are paying above

Registered Office: 650B Fremont Ave, Los Altos, CA, 94024, USA.

CALIFORNIA CONNECTIONS ACADEMY

2023-2024 PURCHASE ORDER

California Online Public Schools
dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number: 2023 - 24 - 18
Date: 9/21/2023
Vendor Contact Name: Karen Pankow
Vendor Phone Number: 925-518-2144
Vendor Fax Number:
Email P.O. to vendor? [X] Yes [ ] No
Vendor Email: purchaseorders@mindeducation.org

Vendor: MIND Education
Address: 5281 California Avenue, Suite 300
City: Irvine
State CA
Zip 92617

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
CENTRAL COAST New ST Math Micro School Student Subscription License for Schools with 26-149 Students	00013811		$ 35.00	34	$ 1,190.00
NORTH BAY New ST Math Micro School Student Subscription License for Schools with 26-149 Students	00013811		$ 35.00	40	$ 1,400.00
MONTEREY BAY New ST Math Site Subscription License School with 1-150 Students Enrolled	00013811		$ 3,500.00	1	$ 3,500.00
CENTRAL VALLEY New ST Math Site Subscription License for School with 151-250 Students Enrolled	00013811		$ 6,000.00	1	$ 6,000.00
SOCAL & NORCAL New ST Math Site Subscription License for School with 251+ Students Enrolled	00013811		$ 12,000.00	2	$ 24,000.00
CENTRAL COAST & NORTH BAY Virtual Professional Learning Workshop	00013811		$ 750.00	2	$ 1,500.00
See attached for details					
				Order Total	$37,590.00

Signatures (or email approval):

DocuSigned by: Bernie Tamero — 9/21/2023
Purchaser/Requestor — Date

DocuSigned by: Richie Romero — 9/22/2023
Administrator Approval (required) — Date

[ ] via email approval (see attached)

DocuSigned by: LaTuelle Carter — 9/22/2023
Audited By (optional) — Date

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Created Date	5/23/2023
Quote Number	00013811
Expiration Date	8/21/2023
Partnership Manager	Karen Pankow
Partnership Manager Email	kpankow@mindresearch.org
Renewal Rep	Mary Jane Smith
Renewal Rep Email	mjsmith@mindeducation.org
Education Success Manager	School Success
Education Success Manager Email	success@mindresearch.org

Bill To	Capistrano Connections Academy 33272 VALLE RD SAN JUAN CAPO, CA 92675-4842 United States
Ship To	Capistrano Connections Academy 33272 VALLE RD SAN JUAN CAPO, CA 92675-4842 United States

Product	Quantity	Detail Description	Total Price
MICRO SCHOOL STUDENT SUBSCRIPTION (26-149 STUDENT SITE)	34.00	New ST Math Micro School Student Subscription License for Schools with 26-149 Students ($35/student): - ST Math Software License for # of students indicated - Ongoing Minor Software Updates - Self-Guided Online Courses (Asynchronous via Web Browser) - Just-in-Time Live Webinars (Instructor-Lead via WebEx) - Technical Support during Standard Business Hours via Email or Phone - Weekly School Progress Reports Delivered via Email *One (1) Virtual Professional Learning Offering Required with Purchase CENTRAL COAST	USD 1,190.00
MICRO SCHOOL STUDENT SUBSCRIPTION (26-149 STUDENT SITE)	40.00	New ST Math Micro School Student Subscription License for Schools with 26-149 Students ($35/student): - ST Math Software License for # of students indicated - Ongoing Minor Software Updates - Self-Guided Online Courses (Asynchronous via Web Browser) - Just-in-Time Live Webinars (Instructor-Lead via WebEx) - Technical Support during Standard Business Hours via Email or Phone - Weekly School Progress Reports Delivered via Email *One (1) Virtual Professional Learning Offering Required with	USD 1,400.00

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Pri Powered by BoardOnTrack t http://www.mindeducation.org/misc/privacy/.

		Purchase NORTH BAY	
New ST Math Site Subscription (1-150 Students)	1.00	New ST Math Site Subscription License School with 1-150 Students Enrolled - Annual ST Math Software license for all students, teachers, and administrators - Two (2) Virtual Professional Learning Offerings - Access to Asynchronous Online Courses - ST Math Implementation Support - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone MONTEREY BAY	USD 3,500.00
New ST Math Site Subscription (151-250 Students)	1.00	New ST Math Site Subscription License for School with 151-250 Students Enrolled - Annual ST Math Software license for all students, teachers, and administrators - Two (2) Virtual Professional Learning Offerings - ST Math Implementation Support - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone CENTRAL VALLEY	USD 6,000.00
New ST Math Site Subscription (251+ Students)	2.00	New ST Math Site Subscription License for School with 251+ Students Enrolled - Annual ST Math Software license for all students, teachers, and administrators - Two (2) Virtual Professional Learning Offerings - ST Math Implementation Support - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone SOCAL NORCAL	USD 24,000.00
Virtual Professional Learning Workshop	2.00	One ST Math webinar. Webinars are up to 90-minutes with a maximum of 50 attendees.	USD

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

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		CENTRAL COAST NORTH BAY	1,500.00

Subtotal	USD 37,590.00
Grand Total	USD 37,590.00

Prepared By	Karen Pankow
Email	kpankow@mindresearch.org

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

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MIND RESEARCH INSTITUTE

Organizational Backgrounder

MIND Research Institute and its sister organization, ST Math, are both nonprofit, social impact organizations that are aligned to share the same mission: to ensure all students are mathematically equipped to solve the world's most challenging problems.

MIND was founded in 1998 by three University of California researchers united behind a simple yet innovative idea: teaching math the way children learn—visually and experientially.

Possessing a deep, conceptual understanding of math creates the problem-solving foundation that all areas of STEM are built on. Research shows that early math skills are the most powerful predictors of later learning. However, only 25% of our students exit K-12 education proficient in math. While the overall proficiency numbers are alarming, looking deeper reveals that minority and low-income students are falling even further behind.

MIND's flagship program, ST Math®, is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math begins visually, and then gradually introduces traditional symbols and language as students master mathematical concepts. With ST Math, students develop the math and problem-solving skills, perseverance, and spatial aptitude necessary for success in STEM fields.

MIND also continues to develop innovative programs that bring the excitement of math to students, families, and communities outside of the classroom. By engaging students' entire learning ecosystem, we maximize student outcomes and build positive mathematical identities.

At MIND, we believe every student has the capacity to deeply understand, and truly love math. Investing in math education builds the strong mathematical foundations necessary for academic success, college readiness, and 21st century career advancement.



Our social impact initiatives and programs include:

- Research and Development: We collaborate with researchers from universities and organizations around the country to perform fundamental and applied research in neuroscience, mathematics, and education. Our research partners include: University of California, Irvine; Center for Education Policy Research at Harvard University; North Carolina State University; WestEd; SRI; ACT; and NewSchools Venture Fund. We apply this research to continuously advance our program offerings.
- ST Math School Grants Program: We help education partners offset ST Math program costs through donor matching funds with the goal of helping more students grow into their potential.
- MathMINDs Games: Our story-based games bring together historical facts, ancient gameplay, mathematics, and the world around us to create a highly connected experience for students, teachers, and families.
- Math Week: A community engagement opportunity that changes the way math is experienced for students, families, and educators. Math Week is hosted online, with five days worth of content and activities in English and Spanish for families with students in K-8.

Partnering for Greater Impact

MIND strives to accomplish our mission through social impact. We partner with corporations, foundations, and individuals who are investing in our initiatives through grants, in-kind donations, and volunteer opportunities.

verizon · Phillips 66 Providing Energy. Improving Lives. · one8 Foundation | Mass STEM Hub · aerdf · Overdeck Family Foundation · Cisco · Rockwell Automation · John Deere Foundation · Arconic Foundation · Windsong Trust · Peter & Ginny Ueberroth Family Foundation · Larry & Helen Hoag Foundation Heal. Educate. Empower · WEH Foundation · Arnold and Mabel Beckman Foundation · Pitney Bowes Foundation · aps foundation · Farmers & Merchants Bank Foundation · Ford · Chevron · newschools venture fund · Pacific Life · ConocoPhillips · General Motors

Results and Impact

The evidence-based impact of ST Math continues to be shown through independent, third-party validations as well as annual, transparent evaluations of results from ST Math school cohorts. These join more than 150 studies on the efficacy of ST Math.

Independent research firm WestEd published a study on ST Math, the largest of its kind, to evaluate an edtech math program across state assessments. Grades that faithfully implemented ST Math improved significantly more than similar grades that did not use the program, outgrowing them in statewide rank by an average of 14 percentile points.

A study from *The Journal of Research on Technology and Education* found that students who play ST Math have higher mathematics self-beliefs than non-ST Math students, and the impact was strongest for students who started with low mathematics scores.

You can see more of MIND's efficacy portfolio at stmath.com/impact/studies.



1,750,650+
students

102,000+
educators

8,720+
schools

50
states

Recent Awards

2022 SmartBrief's EdTech Readers' Choice Awards Winner
- STEM and STEAM

2022 SIIA CODiE Finalist
- Best Learning Recovery Tool
- Best Student Experience

2021 SIIA CODiE Winner
- Best Foundational Mathematics Instructional Solution

2021 SIIA CODiE Finalist
- Best Customer Experience in EdTech
- Best Gamification in Learning

2021 Tech & Learning Awards of Excellence Winner
- Best of 2021 Primary Education
- Best Primary Tools for Back to School
- Best Remote/Blended Learning Tool for Primary Grades

2021 Tech Edvocate Awards Finalist
- Best Math App or Tool

The EdTech Cool Tool Awards Finalist
- Math Solution (2022, 2021, 2020, 2019)
- New Product (2021)
- Games for Learning/Simulation Solution (2020, 2019)

ST Math



Board Members

ST Math

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Chairman of the Board

Chuck Amos
Chief Executive Officer
GuideK12

Ellen Bialo
President & Chief Executive Officer
Interactive Educational Systems Design

Mark Bodner, Ph.D.
Cofounder & Research Scientist
MIND Research Institute

Donald E. Garcia
Founder
Pinnacle Consulting Group

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Capital Group Companies, Inc. (Retired)

Brett Woudenberg
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MIND Research Institute

MIND Research

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Mary de Wysocki
Senior Director of Corporate Affairs
Cisco Systems, Inc.

Claudia Kreisle
Manager of Social Impact
Phillips 66

Brett Woudenberg
Chief Executive Officer
MIND Research Institute

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ST Math The ST Math Theory of Change

How does student time and energy invested in ST Math result in schoolwide math proficiency gains? When students solve their way through the puzzle-based games, they self-pace through their grade-level math content and master mathematical concepts. Each ST Math learning objective completed aligns with state math standards, and each additional standard covered gives ST Math students a proven advantage on standardized assessments.

WEEKLY MINUTES

Logging into ST Math at least **2 days per week** throughout the school year, students in schools with the greatest results play **60 minutes per week** of active time on ST Math in grades K-1, and **90 minutes per week** in grades 2-8.

STUDENT PRODUCTIVE STRUGGLE

Through its visual, spatial-temporal approach and scaffolded design, ST Math pushes all students (EL, Special Education, Gifted) to productively struggle. **Productive struggle** is a state of engagement that enables students to work through increasingly challenging problems and non-routine problems they have never seen before, and is proven to lead to deeper conceptual understanding.

LEARNING

Every time a student poses their solution, the puzzle animates to provide them immediate, **informative feedback** as to why their solution either did or did not solve that puzzle. In addition to learning individual math concepts, ST Math helps students **build robust conceptual frameworks** (or schemas) representing the numerous and interconnected relationships between mathematical ideas, patterns, and procedures. This means students aren't just practicing and memorizing, they are understanding.

MASTERY BASED PROGRESSION

Like in a video game, students must pass each level with a **score of 100%** (all puzzles correctly solved) before the next level in sequence becomes available to them. Self-pacing allows students to replay a level with new sets of puzzles on their personalized path to mastery.

MATH CONTENT COVERAGE

ST Math content is grouped into standards-aligned learning objectives per grade level. Each learning objective covers specific math concepts and standards, and is comprised of games and levels. Each level is comprised of a set number of puzzles, which pose mathematical situations (problems) visually for students to solve. **The more learning objectives students complete, the more standards that are covered.**

TEST ITEM SUCCESS

As students progress and master learning objective content, ST Math **quiz results show improvements in test item success on the math standards covered** by each learning objective.

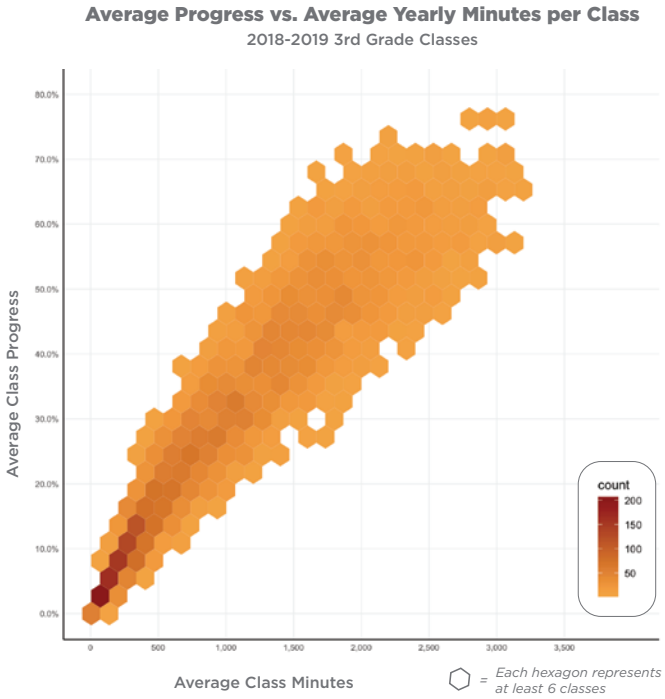
SUMMATIVE TEST ADVANTAGE

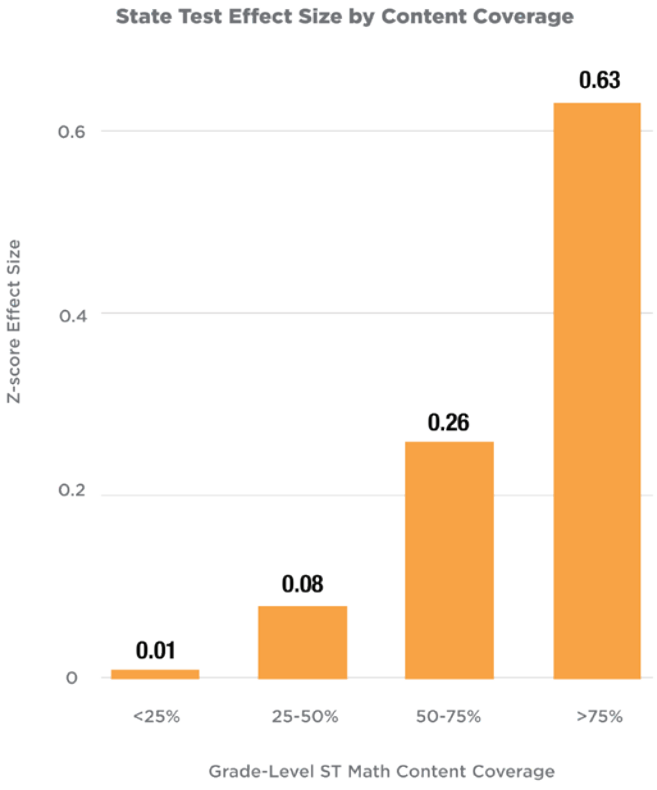
As students win their way towards covering the majority of grade-level math content in ST Math, on average they **increase their summative test scale scores**.

Minutes Toward Mastery—Committing to Success

Achieving Progress Requires Minutes

According to our research, the minimum level of implementation (60 minutes per week for kindergarten and grade 1 classes, and 90 minutes per week for grades 2-8) should result in schools progressing through sufficient grade level content and associated math standards within the year to see a significant boost to schoolwide test scores, compared to similar schools without ST Math. The program is self-paced, and some students will require more time than others to master the content and achieve high rates of content completion. Covering more content simply requires more time on ST Math, but leads to even greater gains in student achievement.





Higher Content Coverage Increases Math Performance

A 2017/18 study matched 3,102 ST Math-using grades with non-ST Math grades that were similar on math performance and demographics. Sub studies were performed to evaluate the effect of the amount of ST Math content covered. Growth in gradewide math proficiency was compared for the ST Math group versus the comparison group, and effect sizes were evaluated. The results were clear–completing more of the ST Math program content led to dramatically higher results for student proficiency.

All students can master and complete the entire ST Math program, given sufficient time. Create an implementation plan for your school that maximizes minutes spent on ST Math, and you will see the results.

888.751.5443
info@stmath.com
stmath.com

ST Math is created by
MIND Research Institute
www.mindresearch.org

CALIFORNIA CONNECTIONS ACADEMY

2023-2024 PURCHASE ORDER

California Online Public Schools
dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number: 2023 - 24 - 20
Date: 9/25/2023
Vendor Contact Name: Jennifer Simms
Vendor Phone Number: (440) 708-8035
Vendor Fax Number:
Email P.O. to vendor? [X] Yes [ ] No
Vendor Email: jennifers@ixl.com

Vendor: IXL Learning
Address: 777 Mariners Island Blvd., Suite 600
City: San Mateo
State CA
Zip 94404

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
IXL Site License (Grades PK-8: 5,125 students) Subjects: Math, ELA, and Science *K-8 Math licenses include complimentary access to IXL's universal screener*	1286587-3		$ 112,750.00	1	$ 112,750.00
Professional Development: IXL Power-up PD Package *Unlimited instructor accounts included, Auto-rostering services included, Google single sign-on services included*	1286587-3		$ 2,495.00	1	$ 2,495.00
			Order Total		$115,245.00

DocuSigned by:
Signatures (or email approval):
Bernie Jamero — 9/25/2023
Purchaser/Requestor — Date

DocuSigned by:
Richie Romero — 9/25/2023
Administrator Approval (required) — Date

[ ] via email approval (see attached)

Audited By (optional) — Date



QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1286587-3
DATE: JULY 26, 2023

TO:
Than Short
California Connections Academy
33272 VALLE RD
SAN JUAN CAPO, CA 92675

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Jennifer Simms		1 year	August 26, 2023

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades PK-8: 5,125 students) Subjects: Math, ELA, and Science *K-8 math licenses include complimentary access to IXL's universal screener*	$112,750.00	$112,750.00
1	Professional Development: IXL Power-up PD Package *Unlimited instructor accounts included* *Auto-rostering services included* *Google single sign-on services included*	$2,495.00	$2,495.00
		SUBTOTAL	$115,245.00
		SALES TAX	--
		SHIPPING & HANDLING	--
		TOTAL DUE	$115,245.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to http://www.ixl.com/po-upload and enter quote # 1286587-3. For international accounts, we can accept wire transfers for an additional fee.

Coversheet

Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2023 (to follow)

Section:	IV. Consent Items
Item:	D. Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2023 (to follow)
Purpose:	Vote
Submitted by:	
Related Material:	FY23-CA North Bay-UAR Submission.pdf FY23-CA Mont Bay-UAR Submission (1).pdf FY23-CA Central Valley-UAR Submission (1).pdf FY23-CA NorCal-UAR Submission.pdf FY23-CA SoCal-UAR Submission.pdf FY23-CA Central Coast-UAR Submission (2).pdf

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy North Bay
CDS #:	17-64055-0129601
Charter Approving Entity:	Middletown Unified
County:	Lake
Charter #:	1653

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Brock Falkenberg	Thad Owens	Matthew Percin
Name	Name	Name
Superintendent	Superintendent	Director of Client Finance
Title	Title	Title
(707) 262-4101	(707) 987-4100 Ext. 8111	888-474-0322
Telephone	Telephone	Telephone
bfalkenberg@lakecoe.org	thad.owens@middletownusd.org	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy North Bay
CDS #: 17-64055-0129601
Charter Approving Entity: Middletown Unified
County: Lake
Charter #: 1653

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,014,020.00		1,014,020.00
Education Protection Account State Aid - Current Year	8012	28,250.00		28,250.00
State Aid - Prior Years	8019	54,517.06		54,517.06
Transfers to Charter Schools in Lieu of Property Taxes	8096	604,523.00		604,523.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		1,701,310.06	0.00	1,701,310.06
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		49,920.00	49,920.00
Special Education - Federal	8181, 8182		25,104.00	25,104.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	88.48	78,018.14	78,106.62
Total, Federal Revenues		88.48	153,042.14	153,130.62
3. Other State Revenues				
Special Education - State	StateRevSE		115,825.00	115,825.00
All Other State Revenues	StateRevAO	29,147.25	19,523.72	48,670.97
Total, Other State Revenues		29,147.25	135,348.72	164,495.97
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	(44,141.66)	0.00	(44,141.66)
Total, Local Revenues		(44,141.66)	0.00	(44,141.66)
5. TOTAL REVENUES		1,686,404.13	288,390.86	1,974,794.99
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	326,878.38	128,631.62	455,510.00
Certificated Pupil Support Salaries	1200	34,488.56	0.00	34,488.56
Certificated Supervisors' and Administrators' Salaries	1300	38,251.14	27,207.36	65,458.50
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		399,618.08	155,838.98	555,457.06
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	42,954.56	0.00	42,954.56
Total, Noncertificated Salaries		42,954.56	0.00	42,954.56

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	55,376.72	40,565.98	95,942.70
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	9,080.48	2,259.67	11,340.15

	Health and Welfare Benefits	3401-3402	106,552.47	28,374.06	134,926.53
	Unemployment Insurance	3501-3502	5,974.73	2,103.83	8,078.56
	Workers' Compensation Insurance	3601-3602	8,851.45	3,116.78	11,968.23
	OPEB, Allocated	3701-3702	0.00	0.00	0.00
	OPEB, Active Employees	3751-3752	0.00	0.00	0.00
	Other Employee Benefits	3901-3902	0.00	0.00	0.00
	Total, Employee Benefits		185,835.85	76,420.32	262,256.17
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0.00	9,447.00	9,447.00
	Books and Other Reference Materials	4200	206,554.70	0.00	206,554.70
	Materials and Supplies	4300	101,234.63	0.00	101,234.63
	Noncapitalized Equipment	4400	63,250.00	0.00	63,250.00
	Food	4700	0.00	0.00	0.00
	Total, Books and Supplies		371,039.33	9,447.00	380,486.33
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	234,015.76	27,830.00	261,845.76
	Travel and Conferences	5200	3,307.07	0.00	3,307.07
	Dues and Memberships	5300	3,342.85	0.00	3,342.85
	Insurance	5400	232.75	0.00	232.75
	Operations and Housekeeping Services	5500	624.75	0.00	624.75
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	9,707.25	0.00	9,707.25
	Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
	Professional/Consulting Services and Operating Expend.	5800	90,843.85	162,009.93	252,853.78
	Communications	5900	18,501.88	0.00	18,501.88
	Total, Services and Other Operating Expenditures		360,576.16	189,839.93	550,416.09
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				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
	Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
	Total, Capital Outlay		0.00	0.00	0.00
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
	All Other Transfers	7281-7299	0.00	0.00	0.00
	Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
	Debt Service:				
	Interest	7438			0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		1,360,023.98	431,546.23	1,791,570.21
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		326,380.15	(143,155.37)	183,224.78
D.	**OTHER FINANCING SOURCES / USES**				
1.	Other Sources	8930-8979			0.00

	Less:				
2.	Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(143,155.37)	143,155.37	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(143,155.37)	143,155.37	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		183,224.78	0.00	183,224.78
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	612,985.00	0.00	612,985.00
	b. Adjustments/Restatements	9793, 9795	9,576.00	0.00	9,576.00
	c. Adjusted Beginning Fund Balance /Net Position		622,561.00	0.00	622,561.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		805,785.78	0.00	805,785.78
	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	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	805,785.78	0.00	805,785.78

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	1,192,946.04	0.00	1,192,946.04
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	337,698.14	0.00	337,698.14
4. Due from Grantor Governments	9290	272,124.64	0.00	272,124.64
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	1,501.09	0.00	1,501.09
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	0.00	0.00	0.00
10. TOTAL ASSETS		1,804,269.91	0.00	1,804,269.91
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	658,566.13	0.00	658,566.13
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	1,245.00	0.00	1,245.00
4. Unearned Revenue	9650	338,673.00	0.00	338,673.00

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		998,484.13	0.00	998,484.13
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 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		805,785.78	0.00	805,785.78

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	1,791,570.21
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]	153,130.62
c.	Subtotal of State & Local Expenditures	1,638,439.59
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	0.00
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	1,638,439.59

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy Monterey Bay
CDS #:	44-75432-0139410
Charter Approving Entity:	Scotts Valley Unified
County:	Santa Cruz
Charter #:	2056

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Dr. Faris Sabbah	Ms. Tanya Krause	Matthew Percin
Name	Name	Name
Superintendent	Superintendent	Director of Client Finance
Title	Title	Title
(831) 466-5900	(831) 438-1820 Ext. 105	888-474-0322
Telephone	Telephone	Telephone
fsabbah@santacruzcoe.org	tkrause@scottsvalleyusd.org	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy Monterey Bay
CDS #: 44-75432-0139410
Charter Approving Entity: Scotts Valley Unified
County: Santa Cruz
Charter #: 2056

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,385,875.00		2,385,875.00
Education Protection Account State Aid - Current Year	8012	91,642.00		91,642.00
State Aid - Prior Years	8019	338.00		338.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,675,309.00		2,675,309.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		5,153,164.00	0.00	5,153,164.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		70,174.00	70,174.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	284.51	(5,816.00)	(5,531.49)
Total, Federal Revenues		284.51	64,358.00	64,642.51
3. Other State Revenues				
Special Education - State	StateRevSE		375,732.20	375,732.20
All Other State Revenues	StateRevAO	91,914.38	(10,555.12)	81,359.26
Total, Other State Revenues		91,914.38	365,177.08	457,091.46
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	8,523.44	0.00	8,523.44
Total, Local Revenues		8,523.44	0.00	8,523.44
5. TOTAL REVENUES		5,253,886.33	429,535.08	5,683,421.41
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,286,520.27	221,247.45	1,507,767.72
Certificated Pupil Support Salaries	1200	114,237.51		114,237.51
Certificated Supervisors' and Administrators' Salaries	1300	166,371.65	39,018.67	205,390.32
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,567,129.43	260,266.12	1,827,395.55
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	134,779.30	0.00	134,779.30
Total, Noncertificated Salaries		134,779.30	0.00	134,779.30
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	273,683.29	45,409.73	319,093.02
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	33,033.99	3,773.86	36,807.85

Health and Welfare Benefits	3401-3402	375,624.30	66,560.80	442,185.10
Unemployment Insurance	3501-3502	22,975.77	3,513.59	26,489.36
Workers' Compensation Insurance	3601-3602	34,038.17	5,205.32	39,243.49
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		739,355.52	124,463.30	863,818.82
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	30,686.00	30,686.00
Books and Other Reference Materials	4200	646,597.70		646,597.70
Materials and Supplies	4300	324,665.98		324,665.98
Noncapitalized Equipment	4400	171,350.00		171,350.00
Food	4700	0.00		0.00
Total, Books and Supplies		1,142,613.68	30,686.00	1,173,299.68
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	733,551.62	95,250.00	828,801.62
Travel and Conferences	5200	10,676.28	0.00	10,676.28
Dues and Memberships	5300	6,148.09	0.00	6,148.09
Insurance	5400	730.32	0.00	730.32
Operations and Housekeeping Services	5500	1,960.46	0.00	1,960.46
Rentals, Leases, Repairs, and Noncap. Improvements	5600	30,486.86		30,486.86
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	318,326.62	457,300.89	775,627.51
Communications	5900	56,370.91	0.00	56,370.91
Total, Services and Other Operating Expenditures		1,158,251.16	552,550.89	1,710,802.05
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				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,742,129.09	967,966.31	5,710,095.40
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		511,757.24	(538,431.23)	(26,673.99)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00

	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(538,431.23)	538,431.23	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(538,431.23)	538,431.23	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		(26,673.99)	0.00	(26,673.99)
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	358,359.00	0.00	358,359.00
	b. Adjustments/Restatements	9793, 9795	26,104.00	0.00	26,104.00
	c. Adjusted Beginning Fund Balance /Net Position		384,463.00	0.00	384,463.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		357,789.01	0.00	357,789.01
	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	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	357,789.01	0.00	357,789.01

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	2,411,640.32	0.00	2,411,640.32
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	331,334.88	0.00	331,334.88
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	0.00	0.00	0.00
10. TOTAL ASSETS		2,742,975.20	0.00	2,742,975.20
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,835,546.19	0.00	1,835,546.19
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	2,327.00	0.00	2,327.00
4. Unearned Revenue	9650	547,313.00	0.00	547,313.00

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		2,385,186.19	0.00	2,385,186.19
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690	0.00	0.00	0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		357,789.01	0.00	357,789.01

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	5,710,095.40
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]	64,642.51
c.	Subtotal of State & Local Expenditures	5,645,452.89
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	0.00
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	5,645,452.89

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy Central Valley
CDS #:	54-71803-0112458
Charter Approving Entity:	Alpaugh Unified
County:	Tulare
Charter #:	804

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Tim Hire	Troy Hayes	Matthew Percin
Name	Name	Name
County Superintendent of Schools	Superintendent/Principal	Director of Client Finance
Title	Title	Title
(559) 733-6301	(559) 949-8413	888-474-0322
Telephone	Telephone	Telephone
tim.hire@tcoe.org	thayes@alpaugh.k12.ca.us	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy Central Valley
CDS #: 54-71803-0112458
Charter Approving Entity: Alpaugh Unified
County: Tulare
Charter #: 804

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	6,922,206.00		6,922,206.00
Education Protection Account State Aid - Current Year	8012	574,340.00		574,340.00
State Aid - Prior Years	8019	4,865.99		4,865.99
Transfers to Charter Schools in Lieu of Property Taxes	8096	417,390.00		417,390.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		7,918,801.99	0.00	7,918,801.99
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		178,770.00	178,770.00
Special Education - Federal	8181, 8182		97,627.00	97,627.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	404.78	332,429.50	332,834.28
Total, Federal Revenues		404.78	608,826.50	609,231.28
3. Other State Revenues				
Special Education - State	StateRevSE		531,286.20	531,286.20
All Other State Revenues	StateRevAO	278,117.31	80,995.00	359,112.31
Total, Other State Revenues		278,117.31	612,281.20	890,398.51
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	111,301.35	0.00	111,301.35
Total, Local Revenues		111,301.35	0.00	111,301.35
5. TOTAL REVENUES		8,308,625.43	1,221,107.70	9,529,733.13
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,457,319.24	563,956.04	2,021,275.28
Certificated Pupil Support Salaries	1200	153,060.66		153,060.66
Certificated Supervisors' and Administrators' Salaries	1300	140,086.86	112,447.84	252,534.70
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,750,466.76	676,403.88	2,426,870.64
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	165,715.94	0.00	165,715.94
Total, Noncertificated Salaries		165,715.94	0.00	165,715.94

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	248,961.33	177,393.26	426,354.59
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	38,059.04	9,807.86	47,866.90

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	Health and Welfare Benefits	3401-3402	460,410.00	124,280.00	584,690.00
	Unemployment Insurance	3501-3502	25,868.47	9,131.45	34,999.92
	Workers' Compensation Insurance	3601-3602	38,323.65	13,528.08	51,851.73
	OPEB, Allocated	3701-3702	0.00	0.00	0.00
	OPEB, Active Employees	3751-3752	0.00	0.00	0.00
	Other Employee Benefits	3901-3902	0.00	0.00	0.00
	Total, Employee Benefits		811,622.49	334,140.65	1,145,763.14
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0.00	43,416.00	43,416.00
	Books and Other Reference Materials	4200	865,386.14	0.00	865,386.14
	Materials and Supplies	4300	455,715.52	0.00	455,715.52
	Noncapitalized Equipment	4400	384,107.28	0.00	384,107.28
	Food	4700	0.00	0.00	0.00
	Total, Books and Supplies		1,705,208.94	43,416.00	1,748,624.94
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	1,142,333.55	199,158.00	1,341,491.55
	Travel and Conferences	5200	26,117.66	0.00	26,117.66
	Dues and Memberships	5300	10,612.88	0.00	10,612.88
	Insurance	5400	897.95	0.00	897.95
	Operations and Housekeeping Services	5500	2,410.45	0.00	2,410.45
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,615.40	0.00	37,615.40
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	355,278.28	639,113.92	994,392.20
	Communications	5900	84,982.79	0.00	84,982.79
	Total, Services and Other Operating Expenditures		1,660,248.96	838,271.92	2,498,520.88
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				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
	Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
	Total, Capital Outlay		0.00	0.00	0.00
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0.00	0.00	0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
	All Other Transfers	7281-7299	0.00	0.00	0.00
	Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
	Debt Service:				
	Interest	7438	0.00	0.00	0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		6,093,263.09	1,892,232.45	7,985,495.54
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		2,215,362.34	(671,124.75)	1,544,237.59
D.	**OTHER FINANCING SOURCES / USES**				
1.	Other Sources	8930-8979	0.00	0.00	0.00

	Description	Object Code	Unrestricted	Restricted	Total
	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(671,124.75)	671,124.75	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(671,124.75)	671,124.75	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		1,544,237.59	0.00	1,544,237.59
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	1,740,297.00	0.00	1,740,297.00
	b. Adjustments/Restatements	9793, 9795	37,226.19	0.00	37,226.19
	c. Adjusted Beginning Fund Balance /Net Position		1,777,523.19	0.00	1,777,523.19
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		3,321,760.78	0.00	3,321,760.78
	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	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	3,321,760.78	0.00	3,321,760.78
G.	**ASSETS**				
1.	Cash				
	In County Treasury	9110	0.00	0.00	0.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
	In Banks	9120	5,465,364.66	0.00	5,465,364.66
	In Revolving Fund	9130	0.00	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments	9150	0.00	0.00	0.00
3.	Accounts Receivable	9200	0.00	0.00	0.00
4.	Due from Grantor Governments	9290	1,985,493.05	0.00	1,985,493.05
5.	Stores	9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	8,290.18	0.00	8,290.18
7.	Other Current Assets	9340	100.00	0.00	100.00
8.	Lease Receivable	9380	0.00	0.00	0.00
9.	Capital Assets (accrual basis only)	9400-9489			0.00
10.	TOTAL ASSETS		7,459,247.89	0.00	7,459,247.89
H.	**DEFERRED OUTFLOWS OF RESOURCES**				
1.	Deferred Outflows of Resources	9490			0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I.	**LIABILITIES**				
1.	Accounts Payable	9500	2,722,070.11	0.00	2,722,070.11
2.	Due to Grantor Governments	9590	0.00	0.00	0.00
3.	Current Loans	9640	3,517.00	0.00	3,517.00
4.	Unearned Revenue	9650	1,411,900.00	0.00	1,411,900.00

Powered by BoardOnTrack

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		4,137,487.11	0.00	4,137,487.11
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 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		3,321,760.78	0.00	3,321,760.78

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	7,985,495.54
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]	609,231.28
c.	Subtotal of State & Local Expenditures	7,376,264.26
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	0.00
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

	Declared Disaster	
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	$ 7,376,264.26
	[c minus d minus e minus f]	

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy Northern California
CDS #:	39-68650-0125849
Charter Approving Entity:	Ripon Unified
County:	San Joaquin
Charter #:	1398

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Dr. Troy A. Brown	Dr. Ziggy Robeson	Matthew Percin
Name	Name	Name
County Superintendent of Schools	Superintendent	Director of Client Finance
Title	Title	Title
(209) 468-9107	(209) 599-2131	888-474-0322
Telephone	Telephone	Telephone
trbrown@sjcoe.net	zrobeson@riponusd.net	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance.

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy Northern California
CDS #: 39-68650-0125849
Charter Approving Entity: Ripon Unified
County: San Joaquin
Charter #: 1398

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	14,958,061.00		14,958,061.00
Education Protection Account State Aid - Current Year	8012	1,465,348.00		1,465,348.00
State Aid - Prior Years	8019	12,124.00		12,124.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,620,093.00		2,620,093.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		19,055,626.00	0.00	19,055,626.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		303,211.00	303,211.00
Special Education - Federal	8181, 8182		238,708.00	238,708.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	1,053.02	899,288.28	900,341.30
Total, Federal Revenues		1,053.02	1,441,207.28	1,442,260.30
3. Other State Revenues				
Special Education - State	StateRevSE		1,364,398.00	1,364,398.00
All Other State Revenues	StateRevAO	2,572,970.04	207,994.00	2,780,964.04
Total, Other State Revenues		2,572,970.04	1,572,392.00	4,145,362.04
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	38,053.65	0.00	38,053.65
Total, Local Revenues		38,053.65	0.00	38,053.65
5. TOTAL REVENUES		21,667,702.71	3,013,599.28	24,681,301.99
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	3,842,859.55	1,467,414.85	5,310,274.40
Certificated Pupil Support Salaries	1200	402,146.97	0.00	402,146.97
Certificated Supervisors' and Administrators' Salaries	1300	373,923.15	296,098.13	670,021.28
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		4,618,929.67	1,763,512.98	6,382,442.65
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	439,675.04	0.00	439,675.04
Total, Noncertificated Salaries		439,675.04	0.00	439,675.04

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	688,025.81	432,875.84	1,120,901.65
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	100,609.62	25,570.94	126,180.56

Powered by BoardOnTrack

	Health and Welfare Benefits	3401-3402	1,298,993.09	239,233.77	1,538,226.86
	Unemployment Insurance	3501-3502	68,291.16	23,807.43	92,098.59
	Workers' Compensation Insurance	3601-3602	101,172.09	35,270.26	136,442.35
	OPEB, Allocated	3701-3702	0.00	0.00	0.00
	OPEB, Active Employees	3751-3752	0.00	0.00	0.00
	Other Employee Benefits	3901-3902	0.00	0.00	0.00
	Total, Employee Benefits		2,257,091.77	756,758.24	3,013,850.01
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0.00	111,488.00	111,488.00
	Books and Other Reference Materials	4200	2,269,577.36	0.00	2,269,577.36
	Materials and Supplies	4300	1,207,547.01	0.00	1,207,547.01
	Noncapitalized Equipment	4400	753,250.00	0.00	753,250.00
	Food	4700	0.00	0.00	0.00
	Total, Books and Supplies		4,230,374.37	111,488.00	4,341,862.37
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	2,955,014.27	468,363.23	3,423,377.50
	Travel and Conferences	5200	90,612.72	0.00	90,612.72
	Dues and Memberships	5300	21,377.25	0.00	21,377.25
	Insurance	5400	2,382.43	0.00	2,382.43
	Operations and Housekeeping Services	5500	6,395.40	0.00	6,395.40
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	99,786.18	0.00	99,786.18
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	991,617.88	1,803,849.00	2,795,466.88
	Communications	5900	212,011.81	0.00	212,011.81
	Total, Services and Other Operating Expenditures		4,379,197.94	2,272,212.23	6,651,410.17
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				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Depreciation Expense (accrual basis only)	6900	23,352.13	0.00	23,352.13
	Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
	Total, Capital Outlay		23,352.13	0.00	23,352.13
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0.00	0.00	0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
	All Other Transfers	7281-7299	0.00	0.00	0.00
	Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
	Debt Service:				
	Interest	7438	0.00	0.00	0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		15,948,620.92	4,903,971.45	20,852,592.37

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		5,719,081.79	(1,890,372.17)	3,828,709.62
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00

Powered by BoardOnTrack

	Description	Object Code	Unrestricted	Restricted	Total
	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,890,372.17)	1,890,372.17	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(1,890,372.17)	1,890,372.17	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		3,828,709.62	0.00	3,828,709.62
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	2,213,343.00	0.00	2,213,343.00
	b. Adjustments/Restatements	9793, 9795	91,185.00	0.00	91,185.00
	c. Adjusted Beginning Fund Balance /Net Position		2,304,528.00	0.00	2,304,528.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		6,133,237.62	0.00	6,133,237.62
	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	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	6,133,237.62	0.00	6,133,237.62
G.	**ASSETS**				
1.	Cash				
	In County Treasury	9110	0.00	0.00	0.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
	In Banks	9120	9,004,648.62	0.00	9,004,648.62
	In Revolving Fund	9130	0.00	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments	9150	0.00	0.00	0.00
3.	Accounts Receivable	9200	228,588.53	0.00	228,588.53
4.	Due from Grantor Governments	9290	8,519,448.70	0.00	8,519,448.70
5.	Stores	9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	19,616.45	0.00	19,616.45
7.	Other Current Assets	9340	144,783.23	0.00	144,783.23
8.	Lease Receivable	9380	0.00	0.00	0.00
9.	Capital Assets (accrual basis only)	9400-9489	0.00	0.00	0.00
10.	TOTAL ASSETS		17,917,085.53	0.00	17,917,085.53
H.	**DEFERRED OUTFLOWS OF RESOURCES**				
1.	Deferred Outflows of Resources	9490	0.00	0.00	0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I.	**LIABILITIES**				
1.	Accounts Payable	9500	9,173,791.16	0.00	9,173,791.16
2.	Due to Grantor Governments	9590	0.00	0.00	0.00
3.	Current Loans	9640	8,658.00	0.00	8,658.00
4.	Unearned Revenue	9650	2,601,398.75	0.00	2,601,398.75

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		11,783,847.91	0.00	11,783,847.91
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 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		6,133,237.62	0.00	6,133,237.62

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	20,852,592.37
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]	1,442,260.30
c.	Subtotal of State & Local Expenditures	19,410,332.07
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	23,352.13
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	$	19,386,979.94
[c minus d minus e minus f]		

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy Southern California
CDS #:	30-66464-0106765
Charter Approving Entity:	Capistrano Unified
County:	Orange
Charter #:	664

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Dr. Al Mijares	Dr. Christopher Brown	Matthew Percin
Name	Name	Name
Superintendent	Superintendent	Director of Client Finance
Title	Title	Title
(714) 966-4000	(949) 234-9203	888-474-0322
Telephone	Telephone	Telephone
amijares@ocde.us	superintendent@capousd.org	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy Southern California
CDS #: 30-66464-0106765
Charter Approving Entity: Capistrano Unified
County: Orange
Charter #: 664

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	14,658,817.00		14,658,817.00
Education Protection Account State Aid - Current Year	8012	965,972.00		965,972.00
State Aid - Prior Years	8019	351,623.00		32,265.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	39,666,811.00		39,986,169.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		55,643,223.00	0.00	55,643,223.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		988,162.00	988,162.00
Special Education - Federal	8181, 8182		714,656.00	714,656.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	3,020.87	1,244,343.00	1,247,363.87
Total, Federal Revenues		3,020.87	2,947,161.00	2,950,181.87
3. Other State Revenues				
Special Education - State	StateRevSE		3,960,485.20	3,960,485.20
All Other State Revenues	StateRevAO	1,622,733.73	603,742.00	2,226,475.73
Total, Other State Revenues		1,622,733.73	4,564,227.20	6,186,960.93
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	104,787.83	0.00	104,787.83
Total, Local Revenues		104,787.83	0.00	104,787.83
5. TOTAL REVENUES		57,373,765.43	7,511,388.20	64,885,153.63
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	12,345,712.82	2,721,266.47	15,066,979.29
Certificated Pupil Support Salaries	1200	1,140,512.27	0.00	1,140,512.27
Certificated Supervisors' and Administrators' Salaries	1300	1,047,163.70	840,451.39	1,887,615.09
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		14,533,388.79	3,561,717.86	18,095,106.65
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	1,238,672.96		1,238,672.96
Total, Noncertificated Salaries		1,238,672.96	0.00	1,238,672.96
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	1,852,347.61	1,324,462.96	3,176,810.57
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	305,492.62	51,644.91	357,137.53

Health and Welfare Benefits	3401-3402	3,660,343.04	699,882.99	4,360,226.03
Unemployment Insurance	3501-3502	212,922.84	48,083.19	261,006.03
Workers' Compensation Insurance	3601-3602	315,441.23	71,234.36	386,675.59
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		6,346,547.34	2,195,308.41	8,541,855.75
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	323,610.00	323,610.00
Books and Other Reference Materials	4200	6,510,489.69	0.00	6,510,489.69
Materials and Supplies	4300	3,419,914.13	0.00	3,419,914.13
Noncapitalized Equipment	4400	2,089,136.44	0.00	2,089,136.44
Food	4700			0.00
Total, Books and Supplies		12,019,540.26	323,610.00	12,343,150.26
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	8,536,652.09	1,105,139.00	9,641,791.09
Travel and Conferences	5200	206,092.82	0.00	206,092.82
Dues and Memberships	5300	78,101.21	0.00	78,101.21
Insurance	5400	6,711.89	0.00	6,711.89
Operations and Housekeeping Services	5500	18,017.34	0.00	18,017.34
Rentals, Leases, Repairs, and Noncap. Improvements	5600	281,159.37	0.00	281,159.37
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	2,821,669.58	3,993,504.78	6,815,174.36
Communications	5900	609,241.24	0.00	609,241.24
Total, Services and Other Operating Expenditures		12,557,645.54	5,098,643.78	17,656,289.32
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				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	2,168.10	0.00	2,168.10
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		2,168.10	0.00	2,168.10
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		46,697,962.99	11,179,280.05	57,877,243.04
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		10,675,802.44	(3,667,891.85)	7,007,910.59
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00

	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(3,667,891.85)	3,667,891.85	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(3,667,891.85)	3,667,891.85	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		7,007,910.59	0.00	7,007,910.59
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	9,308,437.00	0.00	9,308,437.00
	b. Adjustments/Restatements	9793, 9795	299,438.00	0.00	299,438.00
	c. Adjusted Beginning Fund Balance /Net Position		9,607,875.00	0.00	9,607,875.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		16,615,785.59	0.00	16,615,785.59
	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	9796	22,042.18	0.00	22,042.18
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	16,593,743.41	0.00	16,593,743.41

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,665,215.56	0.00	1,665,215.56
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	21,381,313.64	0.00	21,381,313.64
In Revolving Fund	9130	300.00	0.00	300.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	6,228,456.75	0.00	6,228,456.75
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	390,302.66	0.00	390,302.66
7. Other Current Assets	9340	20,287.30	0.00	20,287.30
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	22,042.18	0.00	22,042.18
10. TOTAL ASSETS		29,707,918.09	0.00	29,707,918.09
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	4,364,357.80	0.00	4,364,357.80
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	25,606.00	0.00	25,606.00
4. Unearned Revenue	9650	8,702,168.70	0.00	8,702,168.70

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		13,092,132.50	0.00	13,092,132.50
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 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		16,615,785.59	0.00	16,615,785.59

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	57,877,243.04
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]	2,950,181.87
c.	Subtotal of State & Local Expenditures	54,927,061.17
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	2,168.10
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	$	54,924,893.07
[c minus d minus e minus f]		

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	California Connections Academy Central Coast
CDS #:	42-75010-0138891
Charter Approving Entity:	Cuyama Joint Unified
County:	Santa Barbara
Charter #:	2031

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Dr. Susan Salcido	Alfonso Gamino	Matthew Percin
Name	Name	Name
County Superintendent of Schools	Superintendent	Director of Client Finance
Title	Title	Title
(805) 964-4711 Ext. 5285	(661) 766-2642	888-474-0322
Telephone	Telephone	Telephone
ssalcido@sbceo.org	agamino@cuyamaunified.org	mpercin@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

X 2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: LaChelle Carter Title: Sr. Director of Client Finance

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: California Connections Academy Central Coast
CDS #: 42-75010-0138891
Charter Approving Entity: Cuyama Joint Unified
County: Santa Barbara
Charter #: 2031

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, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	541,041.00		541,041.00
Education Protection Account State Aid - Current Year	8012	22,006.00		22,006.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	689,913.00		689,913.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		1,252,960.00	0.00	1,252,960.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		13,359.00	13,359.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	67.66	(1,052.00)	(984.34)
Total, Federal Revenues		67.66	12,307.00	12,374.66
3. Other State Revenues				
Special Education - State	StateRevSE		90,224.60	90,224.60
All Other State Revenues	StateRevAO	(24,123.42)	13,752.00	(10,371.42)
Total, Other State Revenues		(24,123.42)	103,976.60	79,853.18
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	7,925.34	0.00	7,925.34
Total, Local Revenues		7,925.34	0.00	7,925.34
5. TOTAL REVENUES		1,236,829.58	116,283.60	1,353,113.18
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	278,494.76	47,933.09	326,427.85
Certificated Pupil Support Salaries	1200	24,709.73	0.00	24,709.73
Certificated Supervisors' and Administrators' Salaries	1300	31,587.29	7,408.08	38,995.37
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		334,791.78	55,341.17	390,132.95
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	25,589.18	0.00	25,589.18
Total, Noncertificated Salaries		25,589.18	0.00	25,589.18
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	58,967.92	9,721.03	68,688.95
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	6,812.05	802.45	7,614.50

	Health and Welfare Benefits	3401-3402	79,616.38	14,158.37	93,774.75
	Unemployment Insurance	3501-3502	4,865.14	747.11	5,612.25
	Workers' Compensation Insurance	3601-3602	7,207.62	1,106.82	8,314.44
	OPEB, Allocated	3701-3702	0.00	0.00	0.00
	OPEB, Active Employees	3751-3752	0.00	0.00	0.00
	Other Employee Benefits	3901-3902	0.00	0.00	0.00
	Total, Employee Benefits		157,469.11	26,535.78	184,004.89
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100		13,752.00	13,752.00
	Books and Other Reference Materials	4200	143,653.51	0.00	143,653.51
	Materials and Supplies	4300	74,708.57	0.00	74,708.57
	Noncapitalized Equipment	4400	39,675.00	0.00	39,675.00
	Food	4700	0.00	0.00	0.00
	Total, Books and Supplies		258,037.08	13,752.00	271,789.08
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	170,033.06	17,850.00	187,883.06
	Travel and Conferences	5200	3,548.03		3,548.03
	Dues and Memberships	5300	1,081.07		1,081.07
	Insurance	5400	138.66		138.66
	Operations and Housekeeping Services	5500	372.21		372.21
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	5,819.99		5,819.99
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	67,469.25	41,803.84	109,273.09
	Communications	5900	12,950.51	0.00	12,950.51
	Total, Services and Other Operating Expenditures		261,412.78	59,653.84	321,066.62
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				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Depreciation Expense (accrual basis only)	6900			0.00
	Amortization Expense - Lease Assets	6910			0.00
	Total, Capital Outlay		0.00	0.00	0.00
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0.00	0.00	0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
	All Other Transfers	7281-7299	0.00	0.00	0.00
	Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
	Debt Service:				
	Interest	7438	0.00	0.00	0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		1,037,299.93	155,282.79	1,192,582.72

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		199,529.65	(38,999.19)	160,530.46
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00

	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(38,999.19)	38,999.19	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(38,999.19)	38,999.19	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		160,530.46	0.00	160,530.46
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	18,315.00	0.00	18,315.00
	b. Adjustments/Restatements	9793, 9795	5,558.00	0.00	5,558.00
	c. Adjusted Beginning Fund Balance /Net Position		23,873.00	0.00	23,873.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		184,403.46	0.00	184,403.46
	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	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797		0.00	0.00
	c. Unrestricted Net Position	9790A	184,403.46	0.00	184,403.46

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	779,943.06	0.00	779,943.06
Fair Value Adjustment to Cash in County Treasury	9111		0.00	0.00
In Banks	9120	197,593.48	0.00	197,593.48
In Revolving Fund	9130		0.00	0.00
With Fiscal Agent/Trustee	9135		0.00	0.00
Collections Awaiting Deposit	9140		0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	450,646.43	0.00	450,646.43
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	0.00	0.00	0.00
10. TOTAL ASSETS		1,428,182.97	0.00	1,428,182.97
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490		0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,056,117.51	0.00	1,056,117.51
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	487.00	0.00	487.00
4. Unearned Revenue	9650	187,175.00	0.00	187,175.00

5.	Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6.	TOTAL LIABILITIES		1,243,779.51	0.00	1,243,779.51
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 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		184,403.46	0.00	184,403.46

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	0.00	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		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999 except 3801-3802	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

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate “None”)	Amount
a.		None	0.00
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

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

Results of this calculation will be used for comparison with 2021-22 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 2024-25.

a.	Total Expenditures (B8)	1,192,582.72
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]	12,374.66
c.	Subtotal of State & Local Expenditures	1,180,208.06
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	0.00
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	1,180,208.06

Coversheet

Approval of New Student Services Policies

Section: IV. Consent Items
Item: E. Approval of New Student Services Policies
Purpose: Vote
Submitted by:
Related Material:
231003 FOR APPROVAL CalCA_CalOPS Education for Foster and Mobile Youth Policy.pdf

California Connections Academy / California Online Public Schools
Education For Foster and Mobile Youth Policy

Adopted October 3, 2023

Introduction

The Governing Board of California Connections Academy Schools/California Online Public Schools ("Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
    2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child' home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"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, so 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. This 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.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Shannon Doss, School Social Worker
sdoss@californiaops.org
909-347-0058

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter

School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to the Executive Leadership Team, Principals, Assistant Principals, and attendance team of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational

rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth 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 students, including, but not 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 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, a currently migratory child, or child of a military family seeking re enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. 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 court's jurisdiction or termination of the child's status as a 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.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

[2] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students 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. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school 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 ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student 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 their fourth year of high school.

The Superintendent or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is **reasonably able to complete the Charter School's additional graduation requirements** within the student's fifth year of high

school, the Superintendent or designee shall:

1. Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School' additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to

determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
    i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

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 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 student, 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 student'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.

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.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and is posted on the schools website.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Coversheet

Approval of Updates to Student Services Policies

Section: IV. Consent Items
Item: F. Approval of Updates to Student Services Policies
Purpose: Vote
Submitted by:
Related Material:
California Schools 2324 Parent Policy and Compact 9.6.2023.docx.pdf
CalCA Uniform Complaint Procedure (UCP) 2023-24.pdf
CalCA_CalOPS Plan for English Learners - Updated 9.20.23 .pdf
CalCA_CalOPS Reclassification Policy - Updated 9.22.23.pdf
CalOPS Suspension, Expulsion, and Involuntary Removal Policies - Updated 9.19.23.pdf

Parent and Family Engagement Policy: California Connections Academy Schools

GENERAL EXPECTATIONS

Introduction

Parent and family involvement and engagement are critical to the success of California Connections Academy Schools ("the Schools") and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the schools' proprietary education management system (EMS). This provides parents with transparency into their student's academic performance on a day-to-day basis.

This document explains how California Connections Academy Schools will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010 of the ESSA. This document also explains how the schools provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The schools provide information and school reports required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The schools involve parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section I 006 of the ESSA, is not satisfactory to the parents of participating students, the schools will submit any parent comments with the plan when the schools submit the plan to the California Department of Education.

Accompanying this Parent and Family Engagement Policy is California Connections Academy Schools' *School-Parent Compact.*

A Description of How California Connections Academy Schools Will Implement Required Parent and Family Engagement Policy Components

California Connections Academy Schools build the schools' and parents' capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the schools, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

1. California Connections Academy Schools provide assistance to parents in understanding topics such as California's academic content and academic achievement standards, state and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators. The schools provide materials and training to help parents work with their students to improve their student's academic achievement and use technology, as appropriate, to foster parent involvement.

During the school year, teachers and parents communicate regularly via WebMail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time. Progress reports are provided to parents at least quarterly for every student. Parents receive notifications from the school about student attendance and participation in various aspects of the program.

Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. The schools' unique EMS technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In the EMS, parents can view in real time whether their student is on track and making adequate progress. Students who are not on track are identified if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The schools contact the parent of any student identified as needing support to discuss issues impeding student's progress and to discuss strategies for getting the student back on track. Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meet to develop an intervention plan that directly involves the student and parent.

Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school communications such as newsletters and message boards. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.

California Connections Academy Schools provide ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The schools' specific training and support efforts include an orientation for parents to familiarize themselves with the features and components of the EMS. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance. Additional parent training opportunities are provided throughout the school year. There is an area of the schools' website specifically devoted to parent training and resources.

California Connections Academy Schools hold parent-teacher conferences during which the School-Parent Compact is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind and in escalation, the student's teacher contacts parents via phone and/or WebMail and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back on-track. Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.

Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, assist with student activities, serve on the schools' Board of Directors as well as participate in Title I planning meetings. Parents, Caretakers, and families may volunteer for the school, however, volunteering is not required.

2. California Connections Academy Schools involve all school staff, parents, and students in the joint development of the Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve the California's high standards under Section 1010 of the ESSA.

At least one meeting is held annually to discuss the Parent and Family Engagement Policy and School Parent Compact. Further feedback is solicited through multiple avenues, including the "feedback" link on EMS, phone, WebMail, regular school communications, field trips and back to school activities, and other parent-oriented activities. The Board of Directors intends to maintain at least one parent representative

among its members. The schools also survey parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

3. Evaluation of the Parent and Family Engagement Policy and School-Parent Compact

California Connections Academy Schools conduct an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation includes identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The schools use the findings of the evaluation about its Parent and Family Engagement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies. Evaluation methods include:

- Hold at least one annual meeting, with the option to participate virtually
- Administer an annual parent satisfaction survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including the "feedback" link in the EMS®, telephone, school communications, and WebMail.

4. California Connections Academy Schools educate teachers, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.

California Connections Academy Schools are committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. California Connections Academy Schools provide teacher training and professional development programs to equip teachers with the following:

- A working knowledge of the Connections Academy® curriculum.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in the EMS.
- How to develop personalized learning plans and individualized instructional programs, including communicating with parents regarding instruction.
- Review of the different forms of assessment and how to utilize test results to guide instruction.
- Knowledge of school processes and policies.
- How on-site staff and virtual teachers work collaboratively in the best interest of each student.

5. California Connections Academy Schools ensure that information related to the schools and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.

- California Connections Academy Schools make effective use of all available technologies to distribute information to parents.
- In addition, parents are encouraged to set up conferences to discuss their student's performance.
- Regular school communications announce upcoming school events and are available online to all parents.
- Certain critical communications may also be provided in print format. For example, the parent training modules are available in print as well as online, and official communications from the schools about withdrawals are also provided via hard-copy mail.
- The schools also develop and make available, via EMS, a school handbook that details all policies

and procedures specific to the schools. Translation of materials or availability of materials in other formats (e.g., for those who have difficulty with their vision) are made available upon request.

6. **California Connections Academy Schools build the schools' and parent's capacity for strong parent involvement to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities**.

As virtual learning schools, California Connections Academy Schools are able to use technology and the working partnership between parents and school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. California Connections Academy Schools make every effort to provide information in an understandable language and format so that parents can actively participate in their student's schooling.

7. California Connections Academy Schools provide parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's (virtual) classroom. The schools also provide other reasonable support for parent involvement activities as parents may request.

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings, in accordance with federal, state and local health guidelines. Teachers use the telephone quite extensively in communicating with students and parents.
- WebMail is the proprietary private email system included in the EMS. WebMail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, LiveLessonTM sessions, and recordings), a private regional Facebook page for parent interactions, translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by agenda and minutes of annual parent meetings.

This policy was adopted by the Board of Directors of California Connections Academy on the date noted below and will be reviewed annually. This policy will remain in place until any subsequent changes are adopted by the Board of Directors.

_____ (Signature of Authorized Official)

_____ (Date)

California Connections Academy Schools Parent Compact

Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success. This compact lists mutual responsibilities for attaining the school's mission.

California Connections Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

California Connections Academy's Commitments

- We will provide high quality curriculum and instruction in a supportive and effective learning environment
- We will provide assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between parents and teachers through:
    - Parent-teacher conferences;
    - Frequent reports about your child's progress;
    - Opportunities to talk to staff, volunteer in class, and observe classroom activities;
    - Ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand.
- Involve parents in developing the school-wide program plan, including the family engagement policy and plan, in an organized, ongoing, and timely way.

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child attends/participates in school regularly.
- Ensure that my child will use positive school behavior.
- Encourage positive use of my child's additional/non-school time.
- Establish a time and quiet place for my child to complete schoolwork and support effort, completion, and correctness.
- Actively participate in decisions relating to the education of my child.
- Attend school functions, support school activities, and make every effort to attend parent-teacher conferences.

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all of the following:

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth my best effort that includes paying attention and participating in class discussions and asking for help when needed.
- Cooperate with other students and adults involved in lessons and classes.
- Respect the rights and property of others and follow all school rules.

California Connections Academy Schools
UNIFORM COMPLAINT PROCEDURES

Initially approved by the Board of Directors on November 19, 2013
Revisions approved August 23, 2016
Revisions approved August 22, 2017
Revision approved August 28, 2018
Revision approved August 25, 2020
Revision approved August 24, 2021
Revision approved August 23, 2022

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this Uniform Complaint Procedure applies:

California Connections Academy Central Coast
California Connections Academy Central Valley
California Connections Academy Monterey Bay
California Connections Academy North Bay
California Connections Academy Northern California
California Connections Academy Southern California

The California Connections Academy Schools ("CalCA Schools") Board of Directors is committed to complying with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the board strongly encourages the early resolution of complaints by direct communication between the family and the school leadership whenever possible. (Information about the schools' communication protocols are found in the School Handbook and Supplement). If you have a concern, you can always talk to a staff member or school leadership. If you find that this informal resolution is not adequate to address your concerns related to the items described in Paragraphs 1 and/or 2 below, please follow our Uniform Complaint Procedure ("UCP") set out in this document. All other concerns will follow the protocols provided in the School Handbook and Supplement.

The board prohibits any form of retaliation against any person for making a complaint. Additionally, participation in the complaint process shall not in any way affect the status, grades or work assignments of any student. In investigating complaints, the school will protect the confidentiality of the parties involved to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law. Finally, the schools will investigate all complaints in a timely manner.

Complaints related to the issues described below should be filed using the Uniform Complaint Policy and Procedure:

1. **Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the schools' programs and/or activities based on**:
    a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, citizenship, nationality, ethnic group identification, genetic information, age, religion, marital or parental status, mental or physical disability, medical condition, sex or sexual orientation, gender, gender identity, or gender expression.

b. the perception of one or more of such characteristics; or

c. association with a person or group with one or more of these actual or perceived characteristics.

2. **Complaints alleging a violation of state or federal law or regulation governing the following programs:**
   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Career Technical and Technical Education and Training Programs;
   - Consolidated Categorical Aid Programs;
   - Every Student Succeeds Act;
   - 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; and/or
   - School Safety Plan

3. **Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.**
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

      i. A fee charged to a student 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.

      ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

      iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

   c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information

leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If the school finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the school shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the school and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. **Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the school adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.**

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they 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 no longer fall under the UCP. Instead, they 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.

CalCA Schools acknowledge and respect every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CalCA Schools cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CalCA Schools will attempt to do so as appropriate. CalCA Schools may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. CalCA Schools shall ensure that complainants are protected from retaliation.

PROCEDURAL REQUIREMENTS for the Uniform Complaint Procedures

Compliance Officer(s)

Complaints must be in writing and should be directed to CalCA Schools designated "Compliance Officer(s)", listed below:

Dr. Richard Savage
Superintendent
c/o California Connections Academy Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675
949-461-1667

The Compliance Officer or designee will receive and investigate complaints and ensure CalCA Schools compliance with laws applicable to the complaint(s). The Compliance Officer(s) or designee designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may also have access to legal counsel as determined appropriate by the Executive Director or designee.

If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the complaint may, alternatively, submit their complaint directly to the President of the Board of Directors.

Notifications

The Compliance Officer or designee shall make available copies of this Policy free of charge. The Compliance Officer or designee will provide annual written notification of the schools' Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties by posting it on CalCA Schools' public web site.

The annual notice shall be in English. When necessary, under Education Code Section 48985, if 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language and provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that CalCA Schools are operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any

California State preschool programs that CalCA Schools are operating pursuant to Title 22 licensing requirements.

3. A statement that CalCA Schools are primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that 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.

7. A statement that the complainant has a right to appeal CalCA Schools' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CalCA Schools' Decision, except if CalCA Schools has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals CalCA Schools' 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.

9. A statement that if CalCA Schools finds merit in a UCP complaint, or the CDE finds merit in an appeal, CalCA Schools 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.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of CalCA Schools' UCP shall be available free of charge.

Procedures

All complaints alleging that CalCA Schools has violated federal or state laws or regulations enumerated as within the scope of this Policy will be investigated and resolved according to the procedures below.

The Compliance Officer or designee will maintain a record of each complaint and

subsequent related actions, including all information required for compliance for at least three (3) years.

All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

UNIFORM COMPLAINT PROCEDURES

1. Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Executive Director or designee may choose to extend the filing period for up to ninety (90) calendar days following the expiration of the six-month time period. Such request for extension shall set forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy 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 the CalCA Schools Board of Directors approved the LCAP or the annual update was adopted by CalCA Schools.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will provide each complaint with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CalCA Schools staff shall assist the complainant in the filing of the complaint.

2. Step 2: Mediation

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agree to mediation, the Compliance Officer will make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying/cyberbullying, the Compliance Officer will ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer will proceed with the investigation of the complaint.

The use of mediation shall not extend CalCA Schools' timelines for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

3. Step 3: Investigation of Complaint

Within fourteen (14) days of receiving the complaint, the Compliance Officer will provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also will collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the schools' investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegation. Note, however, that complaints permissibly made anonymously will be investigated by the schools to the extent possible without participation by the complainant.

In accordance with law, CalCA Schools will provide the investigator with access to records and other information related to the allegation in the complaint and will not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. Step 4: Final Written Decision

CalCA Schools shall issue an investigation report (the "Decision") based on the evidence. The schools' decision will be in writing and sent to the complainant within sixty (60) calendar days of receipt of a complaint unless the timeframe is extended with the written agreement of the complainant. CalCA Schools' decision will be written in English and in the primary language of the complainant whenever required by law.

The Decision will include:

1. The findings of fact based on the evidence gathered;
2. The conclusion providing a clear determination for each allegation as to whether CalCA Schools are in compliance with the relevant law;
3. Corrective actions, if CalCA Schools finds merit in the complaint and any are warranted or required by law;
4. Notice of the complainant's right to appeal CalCA Schools' decision within thirty (30) calendar days to the California Department of Education (CDE), except when CalCA Schools has used its UCP to addresss complaints that are not subject to the UCP requirements; and
5. Procedures to be followed for initiating such an appeal.

If the investigation of a complaint results in discipline to a student or an employee, the Decision shall simply state that effective action was taken and the employee was informed of CalCA Schools' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE. The appeal shall be accompanied by a copy of the complaint filed with CalCA Schools and a copy of the Decision.

When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CalCA Schools failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, CalCA Schools' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in CalCA Schools' Decision are not supported by substantial evidence.
4. The legal conclusion in CalCA Schools' Decision is inconsistent with the law.
5. In a case in which CalCA Schools' Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Compliance Officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the Decision;
3. 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;

4. A report of any action taken to resolve the complaint;
5. A copy of CalCA Schools' complaint procedures; and
6. Other relevant information requested by CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CalCA Schools for resolution as a new complaint. If the CDE notifies CalCA Schools that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CalCA Schools will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

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. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CalCA Schools when one of the conditions listed in 5 CCR 4650 exists, including but not limited to cases in which through no fault of the complainant, CalCA Schools have not taken action within sixty (60) calendar days of the date the complaint was filed with the CalCA Schools.

5. Civil Law Remedies

A complainant may pursue available civil law remedies outside CalCA Schools' 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 complaints alleging unlawful discrimination, harassment, intimidation, or bullying/cyberbullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the school has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

California Connections Academy & California Online Public Schools
Plan for English Learners

Updated 9.20.2023

PLAN FOR ENGLISH LEARNERS

CalOPS/CalCA uses required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) and using trained test administrators. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

CalOPS/CalCA will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms). The Home Language Survey consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student use most frequently at home?
- What language do you (the parents or guardians) most frequently use when speaking with your child?
- Which language is most often used by the adults in the home?

If any of the questions in the HLS indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency.

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
    - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the

California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

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

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

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

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

The SA testing window will be from February 1 to May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

PARENTS RIGHTS

The schools where students identified as English learners are enrolled are required to assess the student annually and notify parents of their child’s proficiency level. The parents of English learners have a right to decline or opt their children out of the school’s language acquisition

program or opt out of particular English learner services within a language acquisition program. If parents or guardians opt their child out of a school's EL program or specific EL services, the child will retain their EL status and will continue to be assessed annually with the Summative ELPAC. Parent(s)/ guardian(s) will complete the EL waiver form or submit a written request to the ELD Coordinator.

Parent/Guardian Request for Establishing a New Language Acquisition Program

Under Proposition 58, known as CA Ed.G.E Initiative, parents may request the language acquisition program that best suits their child. (EC § 310(a).) The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (EC Section 300[n].)

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program using the form below. If a sufficient number of requests are received (30 within a school, or 20 within a single grade level), the district will review the feasibility of the request and provide a response to the school community within 60 days.

Parents should submit a written request to the grade level ELD Coordinator with the language acquisition program being requested.

Language Acquisition Program Parent Request Form

School:	Date of Request	For School Year
Parent/Guardian Name:	Parent Guardian Phone:	
Student Name:	Student Grade Level:	Student ID:

Language Acquisition Program Requested

Please provide the name of the program here: _____

Target Language Requested: _____

Parent/Guardian Signature:_____

Date:_____

For School Use Only- ELD Coordinator
Request Received by:_____ Date:_____

INSTRUCTIONAL PROGRAM DESCRIPTION FOR ENGLISH LEARNERS

The Structured English Immersion (SEI) model develops proficiency in English as rapidly and effectively as possible. This instructional program implemented in the TK-12th grade levels and all content areas works successfully in a virtual setting. The goal is to provide all students with English instruction and support to make the curriculum accessible. Instructors implement various instructional practices and strategies to support ELs in learning content area concepts while acquiring English language skills. EL students will receive virtual English language support based on grade and proficiency level. The instructors will support the EL student during a Live Class. EL students will receive Designated ELD instruction and Integrated ELD support within the content area classes.

Designated ELD Instruction

Designated ELD will occur during a dedicated time specific to the EL level (1, 2, 3, 4). The ELD teacher will target the students' language needs through a group or individual Live Class. The purpose of ELD is for literacy and oral development.

The three levels represent the stages of English language development, describing the expectations for how well the students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging:

Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding:

Students at this level have somewhat to moderately developed oral (listening and speaking) and written (reading and writing) skills. Students at this level receive instruction designed to challenge them to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures. Students will also apply their growing language skills in sophisticated, Grade-level, and age-appropriate ways.

Bridging:

Students at this level have moderately to well-developed oral(listening and speaking) and written(reading and writing) skills. Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic

tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, all EL students, regardless of the EL level, will participate in grade-level content areas with various scaffolding strategies to develop content knowledge and English development. Designated ELD instruction is aligned with the CA ELA/ELD Standards (2012) and focuses on the following:

- Live Classes and support calls focus on the four domains: Listening, Speaking, Reading and Writing
- Focus on vocabulary development
- Will teach language through content and themes
- Provide opportunities for meaningful speaking practice
- Build on background knowledge
- Teach through a variety of reading comprehension strategies
- Focus on providing targeted writing instruction.

The following table illustrates the Designated ELD instruction delivered and time devoted for TK-8th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
4 Live Classes per week/ 30 min. sessions	4 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	1 Live Class per week/ 30 min. session

The following table illustrates the Designated ELD instructional time delivered and time dedicated to 9th-12th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
Work 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly.	Works 1:1 with EL Homeroom Teacher in Zoom for 30 - 60 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to

attend Live Classes for content area instruction and Culture Cafe* (30-min session offered 1x per week) to practice Listening and Speaking skills.	attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.

High School Culture Café Section

Culture Café is a safe space reserved for all English Language Learners, ninth through twelfth grade, to practice their Speaking and Listening skills in a low-stress environment. Culture Cafe takes place from October to February, and resumes from May to June. Students of all language levels are invited to participate, creating a mix of abilities where Newcomers can learn from L3's, and L4's can bolster L1's, for example. Each week, students can log on to a 30-minute session where they are introduced to a cultural topic they may or may not be familiar with; such as traditions, music, dance, and cuisine from different cultures around the world. Students who attend are also entered into a monthly raffle to win a school t-shirt. The 2023-2024 school year will be our third year implementing this section.

Integrated ELD Instruction TK-12th Grade

Integrated ELD will occur with the content teacher of English Learners to make grade-level content comprehensible and accessible by using the appropriate ELD strategies. The ELD standards, used in tandem with the academic content standards, guide instruction. Live Classes focuses on language acquisition, helping students attain grade-level content and academic language. The following are examples of Integrated ELD Instruction:

1) Scaffolds used during Live Classes or portfolios to make content more accessible (such as word banks, graphic organizers, and sentence stems) to help students build on previous knowledge and strengthen areas for growth.
2) Monitor for understanding during a Live Class or weekly contact from the homeroom or ELD teacher.
3) Alternate Scaffolded Portfolio Assignments to help students demonstrate their content knowledge while also supporting their language growth.
4) The EL Homeroom Teacher works closely with the Content Area Teachers to ensure that scaffolds are implemented effectively and removed gradually once growth is measured. For example, the ELD and Economics teacher may determine a mutual goal to have

their student who started the year writing a single paragraph confidently write four more paragraphs by the end of the semester.

5) Content Area teachers offer 1:1 support and implement scaffolds that allow students to complete assessment corrections and revisions that bolster their mastery of previously identified gaps in comprehension related to content and/or academic language. Teachers will encourage students to attend ELD Live Classes.

EL PLACEMENT

Newcomer/ ELD 1	**Proficiency Level Descriptor**	**Exit Criteria**
Newcomer English Learner Descriptor: Newcomer to the country (0-24 months) whose primary language is other than English. ● Two or more years below grade level achievement ● Often require 1-1 Live Classes, alternate portfolios, and scaffolded lessons **Identifying Criteria for K-12th Grade** ● ELPAC: Level 1 Minimally Developed ● SBAC: No Score or Does not Meet the Standard (3rd-12th grade) ● MAP: No Score or lower than 16 points of the mean (9-12th) ● iReady: No Score or below 2-3 grade levels (K-8th)	Emerging: 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 As they **progress through** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students should have basic English communication skills in social and academic contexts
Interventions		
● Alternate portfolios ● Learning Labs and iReady Intervention (K-5th grade) ● 1-1 or small group Live Class ● iReady Intervention (6th-8th Grade) ● Provide students with sentence stems ● Provide templates and graphic organizers to guide student writing		

- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact to cultivate a caring environment
- Provide visual representations
- Give wait time during 1:1 sessions
- Provide choral repetition in a group setting during Academic Support time
- Use translators and translation apps when needed

ELD 2/3	Proficiency Level Descriptor	Exit Criteria
ELD 2/3: Identified EL for 2-5 years ● Two or more years below grade level achievement ● Small group Live Classes, alternate portfolios, and scaffolded lessons **Identifying Criteria for K-12th Grade** ● ELPAC: Level 2, Somewhat Developed or the early stages of level 3, Moderately Developed ● SBAC: No Score or does not Meet the Standard or Nearly Met the Standard (3rd-12th grade) ● MAP: No Score or lower than 16 points of the mean (9-12th) ● iReady: Below 1-2 grade levels (K-8th)	Expanding:They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can use English to learn and communicate about a range of topics and academic content areas.

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- 1-1 or small group Live Class
- iReady Intervention (6th-8th Grade)
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing

- Provide students with visual representations
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

ELD 3/4	Proficiency Level Descriptor	Exit Criteria
ELD 3/4 Descriptor: Identified EL for 2-5 years ● At or within two years of grade level achievement ● May experience minor difficulties with academic English ● May need additional learning time, practice, and reteaching **Identifying Criteria for K-12th Grade** ● ELPAC: Level 3 Moderately Developed or Level 4 Well Developed ● SBAC: Nearly Met Meet Standard or Standard Met (3rd-12th grade) ● MAP: Within 10 points of the Mean (9-12th) ● iReady: at grade level (K-8th)	Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- iReady Intervention (6th-8th Grade)
- Small group Live Class or 1-1 Live Class by appointment
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

Long Term english Learner (LTEL)	Proficiency Level Descriptor	Exit Criteria
LTEL: Identified EL for 6 or more years ● At or within two years of grade level achievement ● May experience minor difficulties with academic English ● May need additional learning time, additional practice, and alternate portfolios **Identifying Criteria for K-12th Grade** ● ELPAC: Level 3 Moderately Developed or Level 4 Well Developed ● SBAC: Does not meet the Standard or Nearly Met Standard ● MAP: Within 15 points of the Mean (9-12th) ● iReady: Below 1-2 grade levels	Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can communicate effectively in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Interventions

- Alternate portfolios
- iReady Intervention (6th-8th Grade)
- 1-1 Live Class by appointment
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Weekly Progress Monitoring contact

DIFFERENTIATED INSTRUCTION

Differentiated instruction is different in every grade band, but shares the same objective of making the curriculum accessible to all students. The table below describes the differentiated instructional strategies implemented by grade span.

Elementary TK-5th Grade
● Alternate portfolios ● Engaging lessons that involve reading, writing, speaking, drawing, and listening ● Explicit teaching of comprehension ● Progress monitoring in reading and oral language ● Sentence starter and frames ● Math manipulatives, and alternative assignments ● Incorporate technology (starfall, kahoot, Nearpod, quizlet, etc.) as well as providing visual and added images to live class PPT's ● Provide verbal and written instructions ● Teaching language skills across all curriculum topics offer student choices ● Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant
Middle School 6th-8th Grade
<u>Social Studies 6th- 8th grade:</u> ● Offer project options for students. ● Provide Thinking Maps and reading supports to help students with primary source analysis and paragraph writing. ● Thinking Maps are worked on together during Live Classes (LLs) ● Alternate portfolio using visual arts and bullet points instead of written paragraphs **<u>Science 6th-8th Grade:</u>** ● Differentiated instructions- built into our science lesson videos and LL, explanation of vocab words, similar words prefix/ suffix use ● Alternative portfolios ● Science Support on Thursday **<u>Math 6th-8th Grade:</u>** ● All tests are completed in DeltaMath which can be translated into any language. Examples are also included in the students' language preference ● Tests and quizzes have built-in corrections, allowing students 30 days to complete, edit and correct or receive individualized help by booking an appointment with a teacher. ● Review Live Session before every quiz and every test with a study guide and answer key. ● Alternate portfolios are available (2 portfolios per semester, with 4-6 choices for students to show understanding). **<u>Language Arts 6th-8th Grade:</u>** ● Study guides with examples, definitions, visuals and videos.

● A help document is provided for tests with sentence starts for the short answer response questions. ● Sentence starters are provided for discussion questions. ● An alternative portfolio may be offered. ● Graphic organizers and sample essays are provided for portfolios. ● Sentence starters on graphic organizers for writing assignments which scaffold student writing.
High School 9th-12th Grade
● ELD teachers and content area teachers work as a team to provide instruction. ● Scaffolding: Teachers often use visual aids such as charts, graphs, and pictures or scaffolding techniques like sentence stems, concept maps, essay templates, note taking templates and other graphic organizers to support ELs' understanding of concepts and complex ideas. ● Content Modification: While maintaining the rigor of the curriculum, teachers may modify assignments or readings to make them more accessible to EL students. They may also provide additional background information to develop cognitive schema. ● Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant. ● Academic Language Development: Students are encouraged to attend our Culture Cafe so they can practice their speaking and listening skills while listening to culturally relevant presentations. ● Individualized Instructional Support: Weekly Homeroom Calls with an ELD teacher provides an opportunity for 1:1 modeling, support, and intervention.

PROGRESS MONITORING

All grade level bands will monitor student academic progress and provide the appropriate interventions to English Learners in grades TK-12th. The students are monitored regularly to provide any support needed due to language barriers in each subject matter. Progress Monitoring is regularly analyzed through student work, local assessments, as well as data analysis that tracks student engagement, growth, and overall performance. If a concern arises, a parent-teacher progress monitoring meeting will be held with the appropriate stakeholders. This allows the family to collaborate with the student's academic team (*Homeroom Teacher, Content-Area Teachers, Counselor, and Principal*). If interventions are needed to support the student, parents will be notified and included in the planning process to restore the student's good academic standing. Students will be monitored for an agreed upon time span at the Progress Monitoring Meeting. The exit criteria depend if improvement is demonstrated or if further assistance is required. If improvement is demonstrated, the Homeroom Teacher, Student, and Parent will stay in touch to encourage the student to stay on an upward academic trajectory. If further assistance is required, Homeroom Teachers will continue scheduling

weekly/bi-weekly Progress Monitoring Meetings so the student's academic team can work to adjust their approach in individualizing instruction to bolster the student's academic success.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalOPS/CalCA schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalOPS/CalCA schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalOPS/CalCA's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent Summative ELPAC test.
    - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team

should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

2. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate grade- level proficiency.
    - **If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas,** decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.

3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
    - If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
    - ELD Coordinator will document the following questions:
        a) How do you feel about your child's English language proficiency?
        b) Do you agree with reclassifying your student?
        c) Would you still want your child to continue receiving EL services until the end of the school year?

4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
    a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
    b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
    c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
    d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
        - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as

not to preclude a student with unique needs from reclassification or reclassify too soon.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ALTERNATIVE ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

   *An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

CalOPS/CalCA's Alternate reclassification criteria align with the CDE's requirements as follows:

1. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
2. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
   - The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.

3. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
4. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
    - the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

MONITORING OF RECLASSIFIED STUDENTS

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RFEP Monitoring Form

Student Name: _____
Grade: _____ SSID: _____
RFEP Date: _____ Monitoring Year: _____
EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

CalOPS/CalCA conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating an interpreter to act as a liaison between the school and the family in their home language when needed. In addition, per state guidelines, when 15% or more of the students enrolled in a school speak a single primary language other than English, the school will examine what additional supports need to be in place for those families, such as translation of materials.

CALIFORNIA CONNECTIONS ACADEMY & CALIFORNIA ONLINE PUBLIC SCHOOLS
RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS POLICY
Updated 9.22.23

Reclassification Criteria for Students Who Take the Summative ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalCA/CalOPS schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalCA/CalOPS schools are to establish “local reclassification policies” that allow for the “the effective and efficient conduct of the language reclassification process” (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalCA/CalOPS’s reclassification criteria align with the CDE’s requirements as follows:

1. Overall score of 4 on the student’s most recent Summative ELPAC test.
    - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student’s individualized education plan (IEP). In such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

2. Teacher evaluation of the student’s academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate

grade- level proficiency.

- If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.

3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
    - If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
    - ELD Coordinator will document the following questions:
        a) How do you feel about your child's English language proficiency?
        b) Do you agree with reclassifying your student?
        c) Would you still want your child to continue receiving EL services until the end of the school year?

4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
    a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
    b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
    c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
    d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
        - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

    *(*An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.)*

CalCA/CalOPS Alternate reclassification criteria align with the CDE's requirements as follows:

1. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
2. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
    - The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.
3. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
4. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
    - the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

Monitoring of Reclassified Students

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RESPONSIBILITY: The Director of Student Achievement, overseeing and in conjunction with the ELD Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria and for oversight of the proper application of the reclassification policy to reclassification of EL students. The State Testing Coordinator is responsible for the identification of students who need to take the ELPAC and for the ELPAC administration and scoring. The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified and for collecting any audit documentation or procedures that involve EL or RFEP students. The teaching staff assigned to each EL or RFEP student is responsible for the instruction of EL students, assistance with monitoring of RFEP students, and providing input into reclassification decisions.

RFEP Monitoring Form

Student Name: _____
Grade: _____ SSID: _____
RFEP Date: _____ Monitoring Year: _____
EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

California Connections Academy / California Online Public Schools
Discipline, Suspension, Expulsion and Involuntary Removal Policies

Updated 9.22.2023

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with students' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Board Policies

CalOPS follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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 IDEA or who is qualified for services under 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 requires additional or different procedures. CalOPS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education

Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CalOPS 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.

No student shall be involuntarily removed by CalOPS 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 and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, CalOPS 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 requests a hearing, the student shall remain enrolled and shall not be removed until CalOPS 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).

Procedures

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 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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
l. Knowingly received stolen school property or private property, 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this 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 students 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 Education Code Section 233(e). This provision shall apply to students 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 class work, 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 students 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.
    i. "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:
        1. 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.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.

4. 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.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, 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 subparagraph (ii) above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (ii) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) 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.
    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 (1) to (4), inclusive, of paragraph (ii). 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.

iii. Notwithstanding subparagraphs (ii) and (iii) 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.

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

w. 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 Executive Director 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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
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 preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this 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 students 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 Education Code Section 233(e). This provision shall apply to students 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 class work, 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 students 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.
    i. "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:
        1. 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.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. 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.
    ii. "Electronic Act" means the creation or transmission originated on or off the school site, 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 subparagraph (i) above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) 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.
    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 (1) to (4), inclusive, of paragraph (i). 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.

iii. Notwithstanding subparagraphs (i) and (ii) 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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by

a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 Superintendent 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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

CalOPS 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 a term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or CalOPS employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent 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 CalOPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against 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 (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/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 in person, by email, or by telephone. 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. If CalOPS 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 Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when CalOPS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and 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 Superintendent 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 CalOPS Board of Directors following a hearing before it or by the CalOPS 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 (3) members who are certificated and neither a teacher of the student nor a member of the CalOPS School Board of Directors. 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 Superintendent 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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the CalOPS'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 CalOPS 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

CalOPS 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 CalOPS or the hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

a. 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 (5) 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.
b. CalOPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
c. 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.
d. 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.
e. 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.
f. 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.
g. If one or both of the support persons is also a witness, CalOPS must present evidence that the witness' presence is both desired by the witness and will be helpful to CalOPS. 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.
h. 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.
i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have 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.

j. 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have 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 Superintendent 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 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 Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

CalOPS shall maintain records of all student suspensions and expulsions at CalOPS. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from CalOPS as the CalOPS Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CalOPS 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 CalOPS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to CalOPS 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 student 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 of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's 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 student's readmission is also contingent upon CalOPS's capacity at the time the student seeks readmission or admission to CalOPS.

F. Notice to Teachers

CalOPS 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.

G. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the CalOPS's Board policy on independent study, after missing the number of assignments indicated on the Master Agreement, 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, CalOPS may involuntarily remove the student after CalOPS follows the requirements of the Missed Assignment Policy or similar 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.

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

1. Notification of SELPA

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

2. Services During Suspension

a. 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

a. 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, CalOPS, the parent/guardian 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

b. any relevant information provided by the parent/guardian to determine:

   i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CalOPS , the parent/guardian 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 CalOPS, the parent/guardian, 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:

i. i. 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;

ii. Ii. 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

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

If the CalOPS, 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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

CalOPS 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 Superintendent 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 U.S.C. Section 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 U.S.C. Section 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 IDEA and who has violated the CalOPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CalOPS had knowledge that the student was disabled before the behavior occurred.

CalOPS 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 CalOPS 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 CalOPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CalOPS supervisory personnel.

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

CalOPS 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.

Coversheet

Approval of CalOPS 23-24 School Year Handbook Supplement Revision(s) (attached)

Section: IV. Consent Items
Item: G. Approval of CalOPS 23-24 School Year Handbook Supplement Revision(s) (attached)
Purpose: Vote
Submitted by:
Related Material: CalCA Supplement 23-24 - Updated 10.3.23.pdf

California Connections Academy HANDBOOK SCHOOL SUPPLEMENT

Last Approved: May 23, 2023

Last Revised: October 3, 2023

(*Last Revised date includes non-substantive revisions.)

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both documents may be updated during the year as needed. If there are any discrepancies between this Handbook Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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1 California Connections Academy Nondiscrimination Statement

California Connections Academy Schools[1] are committed to a policy of educational equality. The organization does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, national origin, ancestry, genetic information, race, color, sex (including pregnancy, childbirth, breastfeeding, sexual orientation, gender, gender identity, and gender expression), religious creed, religion, physical or mental disability, medical condition, age, marital status, familial status, military and veteran status, or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any of California Connections Academy Schools' educational programs and activities. The organization provides equal access to the Boy Scouts and other designated youth groups.

> This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title IX), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, the *Individuals with Disabilities Education Act of 2004 (IDEA), and Boy Scouts of America Equal Access Act*.

The following individuals are designated to coordinate compliance with these laws:

For School Employment-Related Matters

Contact Information	
Assistant Superintendent of Human Resources	Stephen Ford – School Related Inquiries sford@calca.connectionsacademy.org 949-461-1667

For School Related Matters Other than Employment:

Contact Information	
Title IX Coordinator	Stephen Ford – Asst. Superintendent of Human Resources sford@calca.connectionsacademy.org
504 Coordinator and Student Matters	Harold Roney, Director of Student Services hroney@calca.connectionsacademy.org

***All staff can be reached via the main CalCA office phone number at (949)-461-1667.**

For further information on public and student rights and the responsibilities of public schools, please visit the California Department of Education's Equal Opportunity and Access website.

[1] California Online Public Schools is the nonprofit corporation that governs the California Connections Academy network of six public charter schools, and which is referred to collectively as California Connections Academy Schools.

Any student and/or caretaker may file a complaint in compliance with the school's Uniform Complaint Procedure.

For questions regarding the applicability of Title VII or Title IX, please contact:

U.S. Department of Education
Office of Civil Rights
Lyndon Baines Johnson Dept. of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202
Toll Free Call Center: 800-421-3481
Fax: 202-453-6012
OCR@ed.gov
OCR Complaint Assessment System
OCR Regional Office Locations
OCR Discrimination Complaint Form

Type 1 Diabetes Awareness

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

2.1 Mission Statement

California Connections Academy (CalCA) Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

3 School Organization and Roles

3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a CalCA school, is strongly encouraged. Please click on the link below to review a copy of CalCA's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send an email message to the Executive Director or one of the Principals or Assistant Principals at any time.

CalCA 2022-2023 SY Title I Parent and Family Engagement Policy and Compact

**The CalCA 2023-2024 SY Title I Parent and Family Engagement Policy and Compact will be added upon approval **

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 – 1667
Fax	(949) 240 – 7895
Office Location*	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 571-2300
Fax	(559) 746 – 0497
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366
CalCA North Bay Phone	(707) 232 – 5470
Fax	(707) 987 – 5770
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366

CalCA NorCal Phone	(209) 253 – 1208
Fax	(209) 253 – 0406
Office Location*	580 N Wilma Ave Suite G Ripon CA 95366
CalCa Central Coast Phone	(661) 230-9820
Fax	(661) 568-0053
Mailing Address*	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	(831) 200-1006
Fax	(831) 401-2669
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366

School Leadership	Richard Savage, Superintendent Richie Romero, Deputy Superintendent Stephen Ford, Assistant Superintendent of Human Resources Kara Mannix, High School Principal and Northern California Regional Site Administrator Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator Marcus White, Elementary School Principal and Central California Regional Site Administrator Leslie Dombek, Director of Student Achievement Lauren Weed, High School Assistant Principal Amy Philips, High School Assistant Principal Jennifer Brunner, High School Assistant Principal Ryan Driefus, High School Assistant Principal Hazel Eng, Assistant Principal of Counseling Tracy Pinckney, Middle School Assistant Principal Ally Ireland, Middle School Assistant Principal Phil Wenker, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Ashley Taylor, Elementary Assistant Principal Harold Roney, Director of Student Services LaChelle Carter, Director of Finance Dan Hertzler, Director of Business Services
Board of Directors	California Connections Academy Schools is governed by the California Online Public Schools (CalOPS) Board of Directors
Email	All staff and support services are in the Education Management System's email address book.
School Hours	8:00 am- 4:00 pm M-F
Technical and General Support	(800) 382-6010

*Please note that the organization has two regional administrative offices. CalCA schools which are not located in the county where the regional offices are located use a mailing address only and do not have a physical location.

California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however, some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Servied
California Connections Academy Northern California*	California Connections Academy NorCal	CalCA NorCal	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay**	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California***	California Connections Academy SoCal	CalCa SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy Central Valley****	California Connections Academy Central Valley	CalCa Central Valley	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCa Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis, Obispo, Ventura

California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

*formerly California Connections Academy @Ripon

**formerly California Connections Academy @ North Bay

**formerly Capistrano Connections Academy

***formerly Central California Connections Academy and California Connections Academy @Central

School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academy Schools will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – CalCA Southern California
CalCA North Bay – CalCA North Bay

CalCA Northern California (formerly @Ripon) – CalCA Northern California

CalCA Central Valley – CalCA Central Valley

CalCA Central Coast - CalCA Central Coast

CalCA Monterey Bay-CalCA Monterey Bay

Printed copies are available upon request from the School Leader.

Local Control Accountability Plan

Consistent with California Education Code Section 47606.5 and 52064, the California Connections Academy Schools will prepare and publish annually a Local Control Accountability Plan (LCAP). Plans for each location can be found by following the links below.

CalCA Southern California – CalCA Southern California
CalCA North Bay – CalCA North Bay

CalCA Northern California (formerly @Ripon) – CalCA Northern California

CalCA Central Valley – CalCA Central Valley

CalCA Central Coast—CalCA Central Coast

CalCA Monterey Bay - CalCA Monterey Bay

3.4 School Schedule

2023-2024 School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.		
Event	**School Status**	**Date**
First Day of School	School and Office Open	September 5, 2023
Veterans' Day	School and Office Closed	November 10, 2023
Fall Break	School Closed/Office Open	November 20-21, 2023
	School and Office Closed	November 22-24, 2023
Winter Break	School Closed/Office Open	December 18-22, 2023
	School and Office Closed	December 25, 2023 - January 1, 2024
Martin Luther King, Jr. Day	School and Office Closed	January 15, 2024
First Semester End Date	NA	January 31, 2024
Teacher Workday	Staff Workday	February 1, 2024
Mid Semester Recess	School Closed/Office Open	February 2, 2024
Second Semester Start Date	NA	February 5, 2024
Presidents' Day	School and Office Closed	February 19, 2024
Spring Break	School Closed/Office Open	April 8-12, 2024
Memorial Day	School and Office Closed	May 27, 2024
Juneteenth	School and Office Closed	June 19, 2024
Last Day of School	School and Office Open	June 20, 2024
School Closed - Additional Administrator/12 Month Employee Days: July 3, 2023; July 5-7, 2023; November 10, 2023; November 22, 2023; February 19, 2024; June 24-28, 2024		
School Status Legend:		
School Closed/Office Open = Students and Teachers are not in school but Admin are on duty		
School and Office Closed = No one is in school		
School and Office Open = Everyone is in school		
Staff Workday = Students are not in school but Admin and Teachers are on duty		

3.4.2 Required Instructional Hours

To meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Transitional Kindergarten/Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours

Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. The CalCA educational program is rigorous, and students usually need to work more than the minimum hours listed above. **The school requires regular daily schoolwork be completed on each day of the school calendar.**

3.5 Enrollment, Withdrawal and Transfers

In accordance with California law, if any CalCA school, or a specific grade or grade span in any CalCA school, has set enrollment limits for a school year, then applications will be accepted during a published open enrollment time period, and if applications exceed capacity, a public random drawing (referred to as an admissions lottery) will be conducted. Students will be offered a space in the school, and waiting lists will be developed, based on the lottery and admissions policies and procedures developed by the organization.

*No student will be involuntarily removed from a CalCA school until the Caretaker (defined as a Parent and/or Guardian associated with the student's account) has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker no less than five (5) school days prior to the effective date of the removal. If the Caretaker requests a hearing within five (5) school days of the date that the written notice is sent, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued**.** If the Caretaker does not request a hearing within five (5) school days, the student will be withdrawn on the date indicated in the notice.

*Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

To complete a student withdrawal that is parent initiated, the Caretaker with educational rights must initiate the withdrawal process with a written notice of the intent to remove the student from CalCA. They must provide the effective date of the withdrawal and the information for the next school the student will be attending. This can be done through entering information in the applicable withdrawal DataView. Once a student is withdrawn their student account access in the Education Management System may be disabled, or otherwise restricted and all school property will be collected.

For enrolled students who wish to return the following school year, the school has an Intent to Return procedure during the spring semester. The Caretaker with educational rights must complete this process, including any required documents for re-enrollment, within the specified timelines. If all steps are completed, the student will be considered an eligible returning student for the next school year and the school will hold a place for the student. However, because the schools may have limited capacity, there may be waiting lists and an admissions lottery in any given year. Therefore, if the required Intent to Return tasks are not completed by the stated deadlines, the student will be withdrawn at the end of the school year (which may include summer school for certain students) and must re-apply. Students who are not considered eligible returning students are subject to any space limitation, enrollment requirements and waiting lists as new students.

CalCA schools comply with state laws regarding enrollment and dis-enrollment for charter schools,

including the state's independent study regulations which dictate the terms under which students may remain enrolled in an independent study program like CalCA's.

CalCA schools do not discriminate in enrollment practices and encourages families to become informed about the CalCA program before and during the enrollment process. Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including CalCA Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades TK–12. See the statement above regarding eligibility for returning students.

CalCA schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools, subject to any limits on enrollment approved by the Board of Directors. While the schools are required to collect information to show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as pregnant or parenting students, homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless, or in other eligible categories, will be enrolled promptly and their academic history will be reviewed to determine if they can be awarded partial credits based on their educational history. Pregnant or parenting students have the right to remain at their school of origin. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of age or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. Children of military families must still meet the geographic eligibility requirements at the time of enrollment. Contact the respective school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a CalCA school. After providing information to determine eligibility, and subject to any enrollment limits and waiting lists, students will be offered a space in the school by one of the regional CalCA schools. Following review and acceptance of the "Intent to Attend" step, additional processes and documents are required for the student to receive their classes and start attending school. This is referred to as the registration and placement processes.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

Immunization Status

California laws regarding student immunization status apply to students enrolled in a CalCA school. The CalCA program is generally considered a 'non classroom-based program' because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The CalCA virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students during the registration process and resubmitted upon entry into seventh grade.

**Note: Students' immunization records do not need to document all vaccines required for full compliance with regulatory requirements to attend the school. However, students that want to participate in activities*

that are designated as classroom-based instruction, if and when the school offers this type of activity, must provide proof of all state-required vaccines or a proper allowable medical exemption, in order to participate in these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions. These policies are subject to change based on any public health orders in place at the local, county or state level.

Definition of Classroom Instruction

CalCA Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom-based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered "classroom instruction" by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law. All in-person activities are subject to cancellation and restrictions based on public health orders in place at the local, county or state level.

Military Family Eligibility

If you are a military family, are currently enrolled at a CalCA school, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate continued enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student's parent, as long as the residence at the time of the student's initial enrollment was located within the residency boundaries required by one of the CalCA schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with CalCA through graduation. For all grade levels, continuing enrollment is subject to state requirements regarding residence in the state of California.

3.5.2 Kindergarten and First Grade Admission Policies

Kindergarten: As required by California Education Code Section 48000, a kindergarten student may enroll in a CalCA School if the student is five years of age on or before September 1st of that school year. A CalCA School may enroll a student who turns five after September 2nd but before February 2nd; these students are considered "transitional kindergarteners" and would typically complete two years of kindergarten. In future years, the eligible age for transitional kindergarten entry will shift in accordance with state law.

The School's policy is to follow the state's age guidelines for entry into Transitional Kindergarten and Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Please note that the transitional kindergarten program is subject to annual approval by the Board of

Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment After the Start of the School Year

Students may enroll after the start of the school year or semester up until the application deadline. The actual date for the application deadline is determined annually by the school's Board of Directors. This is typically near the beginning of the second semester. Applications may be closed at any time if enrollment limits for the year have been met. At the discretion of the Board, applications may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. See also the section in the High School Policies below entitled "Enrollment after the Start of the School Year."

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the placement process. CalCA schoolteachers review the student's work and progress up to that point in the semester and enter an equivalent grade into the Education Management System's grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies.*

3.5.4 Dual Enrollment in Another K-12 Program

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to their first day of attendance in a CalCA school. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon final placement into classes in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full-time private school prior to their effective attendance date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, to participate in a sports or arts program. (Please see Section 6 for requirements specific to high school students (grades 9-12)). Seeking such permission should be initiated after the start of the CalCA school year. Approval by CalCA is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the Request for Local School Activities form from the document repository. The form essentially outlines the activity, lists contact information, and indicates that the cooperating school agrees to: 1) not claim or collect any state, local or federal funding for the

student, and 2) assumes all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the grade level Principal, who will ensure that the student is in good standing and consider the request. Approval by the grade level Principal (or designee) is required to participate in this type of activity.

As students must be enrolled full-time at CalCA, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in CalCA. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take, and students must be in good standing at California Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will consider prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least two (2) weeks in advance to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in *Section 6 High School Programs and Policies, which includes information on grading and credits for college courses*.)

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. At the time of initial enrollment in a CalCA school, a proof of residency is required to establish eligibility. Students must physically reside at the address used to establish eligibility for one of the CalCA schools at the time of enrollment and are expected to work from that address throughout the school year. Students who are physically at a location for more than three weeks which is outside of the counties served by CalCA at the time of enrollment or re-enrollment are subject to immediate withdrawal. If a returning student is not at the address on file with the school at the end of the school year, they will not be considered an eligible returning student and must re-apply once the student has returned to their California address. In this case, the student is also subject to any enrollment limits or waiting lists in place at that time.

Once enrolled, prior to any relocation or travel that lasts more than three weeks, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must always participate in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is

subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The maximum length of time that a family may maintain their temporary Location Change status is five (5) months, and the request may not carry over into the next school year. Families may apply for an extension or renewal of the Location Change, but approval must be obtained upon each new request. Location Change requests will not be considered more than four weeks prior to the start of any given school year and will not be considered for newly enrolling (or re-enrolling) students who were not participating in the CalCA program during the prior school year.

Families must notify the school upon their return to their regular address. If the school is unable to verify that the student has returned to their regular address at the expiration of an approved temporary Location Change, the student is subject to withdrawal from the school due to geographic ineligibility. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a “Permanent In-Area Location Change” as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, they are no longer eligible for enrollment in that CalCA school per state law and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year. Transfers between CalCA schools are subject to space availability in the receiving CalCA school and are not guaranteed.

Families must follow all procedures for the permanent location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations.

For questions concerning enrollment changes or eligibility, please contact the school.

Legal Name Change

If a student legally changes their name, they may request to have their name changed in their applicable academic records (i.e., transcripts, diplomas). To initiate this process, the legal documentation of the name change must be provided to the school. This request can be made at any time during enrollment or after the student has graduated or withdrawn from the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state’s California Assessment of Student Performance and Progress System (CAASPP). Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state

standardized testing is available on the state website (http://www.cde.ca.gov/ta/tg/ca).

More information about the administration of the tests will be posted by the school once the school year is underway.

4 Attendance

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Student Information System and the school verifies that the attendance logs are accurate. The school's attendance procedures under California law require that teachers determine final attendance based on several parameters, including the Education Management System's attendance log and the amount of work completed each day and over the course of the school month by the student. The day after each attendance month ends, attendance can only be changed in the Student Information System by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are regularly notified by their homeroom or advisory teacher of these dates. These dates are also found in the Academic Calendar distributed to families by the school. Additional information about the responsibility for marking attendance is found in the Parent Legal Guardian Acknowledgement, as shown in Appendix 5.

Attendance Codes

The following attendance codes are available in the Education Management System

Code	Definition of Code	Who enters the code?
P	Present for school	Learning Coach (and the school, as necessary)
N	No educational activity occurred	Learning Coach (and the school, as necessary)

Hours of Schooling

To meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Transitional Kindergarten/ Kindergarten	3 to 4 hours	17 hours
Grades 1 – 3	5 hours	24 hours
Grades 4 – 8	5 hours	25 hours
Grades 9 – 12	6 hours	30 hours

Note that most students will need to complete more hours than the minimum required to keep on pace in

the educational program.

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in the Education Management System to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as “educational activity”. They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Students are expected to attend school every day of the academic calendar. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student’s homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the student’s official attendance record, which is part of the student’s official school record and cumulative file. Although the Education Management System may allow the end date of a course to be modified, course end dates should not be changed by the parent/Caretaker. **Course end dates may only be changed with approval of the grade level Principal (or designee).** Students must complete schoolwork on all days of the school academic calendar. If course work is completed before the end of the semester, it may lead to student attendance issues and result in unnecessary absenteeism.

School Attendance Responsibilities

- **Offer synchronous instruction and opportunities for live interaction with school staff**—Under the laws governing independent study, CalCA offers daily or weekly opportunities for students to interact virtually with their teachers and other school staff. These opportunities may be through phone calls, text messages or video conferences. Sessions offered to students using video conferencing technology are referred to as LiveLessons®. Attendance at these synchronous opportunities can contribute to the overall determination of whether the student is awarded attendance credit on any given school day by the homeroom or advisory teacher.
- **Review Attendance Records –** Teachers monitor and review attendance records on a daily and weekly basis. They remind Learning Coaches to enter attendance (P or N) for every school day. If a teacher has concerns about the validity of a student’s attendance records, they may place the student in an “alarm” status and will proceed with additional steps per school policy.
- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches’ attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on the Education Management

System to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student's teacher as soon as possible for review, approval and adjustment.

- **Official Attendance Record** – the Education Management System's attendance system contains the record of the student's attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their contract (known as the Master Agreement) with the school, resulting in sanctions up to and including withdrawal. The student's official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

4.4 Truancy and Chronic Absenteeism

To maximize student learning, regular attendance is imperative. While the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

To avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student is actively logging in to the Education Management System.
- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement.
- The student is available and participates in all regularly scheduled telephone calls with teachers, including any mandatory calls with the homeroom teacher.
- The student attends all mandatory LiveLesson® sessions.
- The student can demonstrate that they are doing their own schoolwork.
- The student attends all required state or other proctored testing.
- The student is making satisfactory educational progress in the independent study program.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if they need to deviate from the regular school calendar.

Students are expected to do some amount of schoolwork on every school day of the academic calendar.

Students who are not actively participating or logging in as described above, may be at risk of having their student account access to the Education Management System disabled, or otherwise restricted. In addition, when the school has made repeated attempts to contact a household and has been unable to make contact, the accounts for the Caretaker and/or Learning Coach may be disabled until successful contact is made. Regular communication between the school staff and both the students and the parents/guardians is a requirement of the school program, and the school has procedures in place to ensure such communication. These requirements are laid out in the independent study Master Agreement. A completely executed Master Agreement is a requirement for participation in the CalCA program under state law.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, the final decision will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if they have three (3) or more unexcused absences from school in one school year. State law (as per Education Code 48263.6) defines a "chronic truant" as a student who has eighteen (18) or more unexcused absences (10% of the school year) within a single school year. The state considers a student "chronically absent" if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student's attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete schoolwork each day and that sufficient schoolwork is completed over the course of each month to meet the state minimum instructional time. (See also *Section 3.4.2 Required Instructional Hours and Section 4.2 Hours of Schooling).* Parents will be notified if their student's absences may lead to the student being considered "chronically absent".

In addition, if the student does not participate in the offerings that the school provides for daily or weekly synchronous instruction and live interaction, the student will be documented as "non-participatory" for any day the student does not attend.

The processes described above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved to work with a student and family to reduce absences and determine if any additional supports may be needed. Since the CalCA virtual charter programs follow California's independent study rules, withdrawal from a CalCA school for non-compliance with the Master Agreement may result from excessive unexcused absences and if the student is not making satisfactory educational progress per the terms of the independent study Master Agreement.

No-Show Policy and Contact Requirement

CalCA schools require, in addition to completing course work in the Education Management System, that students and their Learning Coaches and Caretakers comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's first scheduled day of attendance at the school. Therefore, if a student does not

meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within three (3) days of a student's start date for each school year, the student has not logged into the Education Management System and completed schoolwork (note that schoolwork completed must be done under the student's log in), the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using the contact information provided by the family. When a student mobile phone number is provided, the school will use this as one method to contact students, unless the parent/guardian has submitted written instructions not to contact the student through that phone number. Once a student has been identified as a potential "no show", access to the system may be disabled, and there are several requirements before a student may be re-activated as an enrolled student. These include the requirement that the student log in to the Education Management System with their assigned user credentials and complete schoolwork, as well as a requirement that the student must complete a successful synchronous contact with an assigned staff member within the school specified timeline. If the student does not complete all requirements as set out by the school, the student will be withdrawn from the school. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, written correspondence will be sent, and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the correspondence. A working phone number is defined as a number that is active, in service, and where a voice mail message can be left. If the school is unable to contact a student through the contact information supplied, the school may disable, or otherwise restrict, the student's access to the Education Management System.

5 Grading and Student Evaluation

CalCA Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

National Honor Society

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Advancement via Individual Determination (AVID)

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit avid.org or contact the grade level administrator.

Gifted and Talented Program (Grades 3 through 8)

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated at Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

Retention and Promotion in Grades K-8

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor and/or grade level administrator should be consulted. Retention decisions for grades K-5 for continuing students are made by the student's homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

6 High School Programs and Policies

Promotion

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. At the time of a student's placement, school counselors will establish estimated grade levels based on preliminary information about such things as past school history, previously earned credits, state testing results, and the school counselor's professional judgment.

Typically, students are placed in cohort grade level classifications regardless of credits previously earned. The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum Number of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

CalCA uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will ensure that the student will still be considered a full-time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade and/or course load to match the student's current academic needs most appropriately.

Mathematics Placement

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic

background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). A student's 9th grade math course placement is a crucial crossroads for their future educational success.

The policy for all CalCA schools is listed below.
California Connections Academy – Mathematics Placement Policy

Maximum Age

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19). Therefore, if a student will be nineteen (19) years old by the first day of attendance at a CalCA school, and has experienced a gap in public school enrollment, they are not eligible to enroll. Students who first apply when over nineteen (19) years of age are not eligible to enroll. In addition, if a student first applies while nineteen (19) years old but will turn twenty (20) years old by the first day of attendance at CalCA, they are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year.

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to the Education Management System may be disabled, or otherwise restricted, until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and

Caretakers. Students who do not reach the target lesson in one or more of their classes will receive "conference zeros" on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the reason they are behind in school and come up with a plan for success going forward. Once this conference has taken place students will be able to complete their overdue assignments. Students who complete the required lessons early, prior to the mid-semester deadline, must also continue to work daily to avoid unexcused absences on their attendance record.

**Note: If students are following the planner each day, they will be current with lessons, and the Mid Semester Deadline conference will not be applicable. All students are expected to work daily and complete all assigned lessons.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from CalCA, a student must meet **all** the following requirements:

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and not be enrolled full-time in any other school.
- Earn a minimum of two and one-half (2.5) of the credits (or five (5) courses) required for graduation at CalCA, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. *
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as CalCA schools.*

***Official transcripts from all previous schools must be received to issue a diploma. See "Credit from Other Schools" section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

California Connections Academy Graduation Requirements	**University of Calif.** Requirements for Freshman Admission	**California State Uiv.** Requirements for Freshman Admission
Language Arts – 4 credits • 4 years of approved English courses, usually following this pattern: • English 9 • English 10	**Language Arts** – 4 years 4 years of college-prep English that include frequent writing, and reading of classic and modern literature	**Language Arts – 4 years** 4 years of college prep English composition and literature

• English 11 • English 12		
Mathematics – 2 credits • Algebra I (or higher)* • Other Mathematics *If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.	**Mathematics** – 3 years • Algebra I • Geometry • Advanced Algebra ***4 years recommended**	**Mathematics – 3 years** • Algebra I • Geometry • Algebra II or higher ***4 years recommended**
Science – 3 credits • Biological Science • Physical Science Other Science	**Laboratory Science – 2 years** • Biology • Chemistry **Note:** *Physics may be substituted for either Biology or Chemistry* ***3 years recommended**	**Laboratory Science** – 2 years • Biological Science Physical Science
Social Studies 3 credits • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit)	**Social Studies** 2 years • World History • U.S. History • *can take U.S. History (.5 year) and American Government (.5 year) **OR** • Economics (.5 year)	**Social Studies** 2 years • U.S. History • **OR** U.S. History (.5 year) and Civics or Am. Government (.5 year) **AND** • Social Science (1 year)
Physical Education 2 credits PE (2 credits)	**Physical Education** 0 years	**Physical Education** 0 years
Foreign Language, Art, OR CTE (Career and Technical Education) 1 credit	**Foreign Language** 2 years *Must be in the same language* ***3 years recommended**	**Foreign Language** 2 years *Must be in the same language* ***3 years recommended**
Visual/Performing Art 0 credits **(see above)**	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art

Additional Electives 7 years	**Additional Electives** 1 year *Additional year chosen from UC a-g list	**Additional Electives** 1 year *Additional year chosen from UC a-g list
Total Credits: 22	**Total Courses: 15 Year Long Classes**	**Total Courses: 15 Year Long Classes**
TESTING There are currently no required state tests for a high school diploma.	**TESTING*** ACT Assessment + writing **or** SAT Reasoning Test Two SAT Subject Tests* ***Subject tests are recommended, though not required***	**TESTING** ACT Assessment **or** SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: *Due to the online environment, many, but not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at https://hs-articulation.ucop.edu/guide.*

UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple Advanced Placement (AP) courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The "a-g" approved courses for California Connections Academy schools appear on the University of California Doorways Home website. (Go to https://doorways.ucop.edu/list/app/home?execution=e2s1). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC "a-g" requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a three (3) or more semester unit (or four (4) or more quarter unit) UC-transferable California college course in the UC "a-g" subject(s). Students may also complete "a-g" course requirements prior to coming to, or after leaving a CalCA school.

The UC and CSU "a-g" requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
"a"	History/Social Science	2 years required
"b"	English	4 years required

“c”	Mathematics	3 years required, 4 years recommended
“d”	Laboratory Science	2 years required, 3 years recommended
“e”	Language other than English	2 years required, 3 years recommended
“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student’s unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on satisfactory completion of their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student’s transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, Migratory and Adjudicated Youth Course Credits and Graduation Requirements

A student identified as foster, homeless, migratory or adjudicated, or participating in a newcomer program and who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless, migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent course. The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the Executive Director (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from taking or retaking a course to meet California State University or University of California eligibility requirements. In addition, when a student in one of these categories withdraws from a CalCA school, the school will award partial credits for course

completion whenever applicable.

When an 11th or 12th grade student has been identified as foster, homeless, migratory, adjudicated or part of a newcomer program, either during the enrollment process or at any point during the school year, the school will do the following:

1. Obtain any verification or documentation that might be needed for the student's status.
2. Determine if the student was previously granted a reduction in graduation requirements at a previous school.
3. Determine if the student is eligible for a review of graduation requirements based on their past school history.
4. For students eligible after the above steps have been completed, review the student transcript and make a determination as to whether the student can reasonably complete CalCA graduation requirements and graduate with their cohort by the end of the student's 12th grade year.
5. If the student cannot reasonably complete the CalCA graduation requirements as determined above, then the eligible student (and Caretaker if the student is under eighteen (18) years of age) will be notified in writing that they qualify for a diploma after completion of the state's minimum graduation requirements.
6. If the student (and Caretaker for students under eighteen (18) years of age) agree to the modified graduation requirements, the school will issue a written designation of this determination which will become part of the student's school record and will also modify the graduation requirements in the student information system as needed to align to these modified requirements.

The school will determine any additional exceptions based on this policy and state law and notify the student and their Caretaker of the exemption(s) within thirty (30) days of the determination of their qualification. If a student declines an exemption, they may request an exemption at any time if do they still qualify. Once the school exempts a student from the local graduation requirements, the exemption may not be revoked.

If the Executive Director or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth (5th) year of high school, the student may be permitted to stay in school for a fifth (5th) year. The school will inform the student and Caretaker (if the student is under eighteen (18) years old or if the student agrees) of the following possible outcomes:

- The student has the option to remain in school for a fifth (5th) year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if eighteen (18) years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth (5th) year.

See the California Department of Education website at http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp for more information. Similar procedures may also apply to students of military families. Contact the School Counselor for more information on the state's minimum graduation requirements.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

High School Peer Mentoring

Students who begin attending a CalCA school after October 1st are eligible to be partnered with a peer mentor, under the guidance of teachers and counselors. Peer mentoring assists the enrolling student in making positive connections with other students and navigating the Education Management System, and also helps with the adjustment to online school.

National Collegiate Athletic Association (NCAA) Eligibility

To be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA- approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Accreditation

All CalCA Schools are fully accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because the schools are WASC-accredited, all their high school courses are considered transferable to other high schools.

Early Graduation and Graduation Date

At the close of the second (2nd) semester, the grade level Administrator, Counselor, and/or other staff will review each senior's records to ensure that these students have completed all graduation requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to the Education Management System.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable

documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered ninth (9th) grade less than four school years earlier (in other words if the student did not start high school more than four (4) years prior to the expected completion date at the end of that school year). Students who have taken longer than four (4) years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via the Education Management System *as long as the student is enrolled in a CalCA School,* and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in all graduation activities offered by their CalCA School but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests. Questions about transcripts can also be directed by email to CalCA-Transcripts@calca.connectionsacademy.org.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*).

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a CalCA transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four-point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non Weighted	Weighted (Honors)	Weighted (AP)

A+	98-100	Yes	4.00	4.50	5.00
A	92-97	Yes	4.00	4.50	5.00
A-	90-91	Yes	3.67	4.17	4.67
B+	88-89	Yes	3.33	3.83	4.33
B	82-87	Yes	3.00	3.50	4.00
B-	80-81	Yes	2.67	3.17	3.67
C+	78-79	Yes	2.33	2.83	3.33
C	72-77	Yes	2.00	2.50	3.00
C-	70-71	Yes	1.67	2.17	2.67
D+	68-69	Yes	1.33	1.83	2.33
D	62-67	Yes	1.00	1.50	2.00
D-	60-61	Yes	0.67	1.17	1.67
F	0-59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course to improve their grade; however, repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will

show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six (6) weeks of the first (1st) day of attendance at the school, or within the first six (6) weeks of the semester. To add or drop a course, a Caretaker (or the student, if eighteen (18) or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than thirty (30) calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is thirty (30) calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of thirty (30) calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw other". When a student withdraws from the school without completing any course, those courses will also be indicated on the transcript as "withdraw other". Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Education Management System. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page.

Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through the Education Management System if the student is currently enrolled and attending and are able to request a transcript through Parchment if the student is not currently enrolled. When a student withdraws from the school without completing a course, or drops a course, that course is indicated on the transcript as "withdraw other". Please contact the School with any questions regarding transcript requests. Questions about transcripts can also be directed by email to CalCA-Transcripts@calca.connectionsacademy.org.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena or a valid request from a state agency.

For students in grades TK-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each CalCA school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post- secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

To ensure that application deadlines are successfully met, we require advance notice of at least **ten (10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require thirty (30) days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository.

Parents (or students over the age of eighteen (18)) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of eighteen (18) and has graduated, they must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time but may complete that course and start the next course at their own pace. Teacher support will be provided, and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Project Success

High school seniors (and some eligible juniors) that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in order to earn the credits, they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance. Students who are actively participating in Project Success are eligible to graduate immediately upon completion of all the school's graduation requirements.

Credit from other Schools

As part of the placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation

status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the CalCA school as well as any transfer credits. Transfer credits shown are based on official transcripts only**. An official transcript must be received from the student's previous school(s) to issue a diploma to graduating students.**

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three (3) options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.

2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
   - Samples of prior work
   - Lists of texts used in prior courses
   - Artwork
   - Writing samples
   - Report card from prior school/home school
   - Student Interview
   - Other materials as requested by the school counselor

   The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

   The School Counselor and/or grade level Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether credit is to be granted.

3. **Validation**: If the student earns a "C" grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the

end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of “Pass,” which is not included in the calculation of the student’s GPA. These credits are not entered into the student’s records until the student has completed a full semester at CalCA.

High School Courses Taken in Middle School

Students ***may*** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student’s IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in CalCA. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student’s individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice and processing time will be needed through the end of September.

Contact the student’s Counselor for more information on the process and timeline. Students must be in good standing at CalCA to be permitted to enroll in college courses. See also Section *3.5.5 Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. To receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student’s high school GPA. College credits and letter grades from dual enrollment courses will appear on the CalCA high school transcript. The student is responsible for providing a copy of the college transcript to CalCA at the conclusion of the course. If a student has replaced a core course in their schedule (defined here as one needed for high school graduation) with a college course, and has reduced their course load of CalCA courses, the grade

in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances. In either case the student must provide a copy of the transcript from the college course upon completion.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's seventy-four (74) Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over thirty-five (35) years. ROCPs provide high school students sixteen (16) years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

Work Permits Requests

Students under the age of eighteen (18) who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a "Permit to Employ and Work form (CDE Form B1-4)", otherwise known as a work permit. The School may issue the work permit upon written request but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school and can issue work permits. To process work permits in a timely manner, School Registrars are also designees when a School Counselor is unavailable. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a CalCA designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who have completed the placement process for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student's past academic history, but the permit issued will be temporary and will expire once school begins. For students exiting a CalCA school, the student should first attempt to work with the new school to issue the work permit. However, if that is not possible, the School Counselor would be able to evaluate the exiting student's status for the previous semester and is allowed to issue a work permit for the summer following the last day of school. Work permits issued to exiting students would only be valid through the end of that summer.

See the Frequently Asked Questions on the state website for more information about work permits and the state requirements.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students ***not*** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. To be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver's license and follow all rules regarding licensing.

- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

*Exceptions may be made for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the document repository or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization.*
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Always adhere to all state and local laws.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, CalCA shall not be liable for any injuries or damage; all liability rests with the student, their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, CalCA shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any/all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be always adhered to. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 Services for Special Populations

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Special Education Placement

During the registration and/or placement process, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. To serve each student promptly as of the first day of attendance at the school, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services (or designee), and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), CalCA will proceed with placement of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the CalCA school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless their IEP specifically provides for participation in independent study. (Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented, and comparable services provided while a thirty (30)-day administrative review is conducted. Applicants whose IEPs state that independent study is NOT an appropriate option may not be eligible for enrollment since the CalCA program uses an independent study model.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches. Special Education students are expected to adhere to the requirements of the School's Master Agreement for Independent Study and in accordance with the educational plan laid out in the student's IEP.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually, and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school. If a student is not at this physical location services temporarily, some services may need to be suspended. If the student

is away from their eligible physical location for a longer period of time, they may be subject to withdrawal due to eligibility issues.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, they will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral, they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form for the team to proceed with a 504 Evaluation.

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and can assist Caretakers if disagreements should arise.

Procedural Safeguards are available in the document repository under "My School: CalCA-Resources Special Education." Any questions or concerns regarding Procedural Safeguards can be answered by the Director of Student Services, who oversees the CalCA Special Education program.

7.3 English Language Learners

All families must complete the California Home Language Survey during the initial placement process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within thirty (30) days of the first day of attendance at the School. If the student has taken this test (currently the state is using the English Language Proficiency Assessments for California or ELPAC) at a previous school, test results should be provided to the School during the placement process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within thirty (30) days of the first day of attendance at the School. If the student has been designated as an English Language Learner (ELL) at any time and has NOT yet been re-designated as fluent in English, CalCA is required to administer an annual ELPAC test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, as well as the English Language teacher and administrator, when necessary. See Appendix I for complete "Plan for English Language Learners"

Re-designating English Language Learners as Fluent in English

CalCA is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. To determine if a student may be re-designated as fluent, the state mandates that four factors must be considered as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASPP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their schoolwork as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete "Reclassification of English Language Learners Policy" of CalCA Schools.

8 Community Events, Trips, and Activities

The CalCA Schools are public charter schools that provide a free virtual public school education to all their students. As part of this free public education, the CalCA Schools offer their students educational field trips, for which no fees are charged to current students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered "classroom instruction" even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for current students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because their family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

Student-Led Clubs

A student-led club permits a group of students to meet under the supervision of a faculty advisor. If student-led clubs are approved, CalCA must treat all student-led clubs equally. Discrimination based on any class outlined in CalCA's Non Discrimination Statement within a student-led group is prohibited.

Students must adhere to the rules established by the club and the faculty advisor, and failure to follow the rules may lead to removal from the club. Students who wish to join or form a student-led club can reach out to their homeroom teacher who will put them in touch with the appropriate faculty advisor for more information.

9 Conduct, Grievance, Due Process, and Communication

Medical Cannabis Administration

Pursuant to California state law, qualified students and their primary caregivers are solely responsible for the administration of medical cannabis, to a qualified student. Students who require administration of medical cannabis during a school-sponsored activity or field trip may only receive medical cannabis administration from their Caretaker and/or Guardian. To receive medical cannabis a written recommendation for medical cannabis for the student must be provided and be on file with the school in accordance with the process described below.

Primary caregivers of a qualified student who may require administration of medical cannabis during a school-sponsored activity or field trip, should contact the grade level principal at least two (2) weeks in advance of the activity/trip to discuss student needs, administration parameters, and to provide the required documentation demonstrating compliance with California law**.** Primary caregivers are solely responsible for the safekeeping, administration, and storage of any medical cannabis during a field trip or school-sponsored activity. After the primary caregiver has administered the medical cannabis, they must remove any remaining medical cannabis. Primary caregivers are **prohibited** from the following:

- Administering medical cannabis in a school setting in a way that causes disruption to the educational environment.
- Exposing other students or any other participant in the school sponsored activity to medical cannabis.

Students are **prohibited** from possessing, storing, or self-administering medical cannabis during a school-sponsored activity or field trip. The school prohibits student possession, use, distribution, sale, or being under the influence of a cannabis product in a manner inconsistent with provisions of JoJo’s Act, applicable California law and this policy.

Communication of Available Mental Health Services

CalCA wants to ensure that all families have access to valuable pupil mental health services resources in their local communities.

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.

- At the High School level, each high school student has an assigned School Counselor listed on their homepage in the Education Management System, along with an email button and business phone number.
- For Elementary and Middle School levels, please contact Mia Hardy, Director of School Counseling, to be referred to an available Counselor.
- The school offers group counseling on various topics during the school year. For more information, contact your school counselor.

Year-round support and mental health services are provided in local communities. For the different school regions, some of the support services available are listed below:

Southern California

Orange County Health Care Agency - Behavioral Health

Los Angeles County Dept. of Mental Health

Riverside County Dept of Mental Health

San Bernardino County Dept. of Mental Health

San Diego County Behavioral Health Services

Central California

Kern County Mental Health Department

Fresno County Mental Health Services

Inyo County Public Health

Kings County Behavioral Health

Tulare County Health & Human Services

Northern California

Colusa County Behavioral Health Department

County of Glenn Behavioral Health

Lake County Behavioral Health Services

Mendocino County Behavioral Health Services

Napa County Mental Health

County of Sonoma- Behavioral Health Division

Yolo County Mental Health Services

Alameda County Behavioral Health

Amador County Behavioral Health

Calaveras County Mental Health

Contra Costa Health Services

Sacramento County Dept. of Health Services

San Joaquin County Behavioral Health

Stanislaus County Behavioral Health

National Suicide Prevention Lifeline-24/7 1-800-273-TALK (8255)
Crisis Text Line- Text HOME to 741741 anywhere in the US
From "What is Mental Health?" www.mentalhealth.gov

In addition, the California Department of Education (CDE) has added additional mental health resources statewide which can be found on its website (see link below).

Students in Crisis Help

To support students, schools, and communities during challenging times, the CDE has developed a website to offer resources and information regarding mental health. This website offers links for direct access to mental health professionals, crisis numbers, and virtual mental health services and information.

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

Suicide Prevention Policies

The Governing Board of the CalCA schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for CalCA Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp. In accordance with state law, school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

See Appendix III for the complete "Youth Suicide Prevention Policy".

LGBTQ Youth

CalCA is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at http://www.cde.ca.gov/ls/he/se/resources.asp.

Parental Information on California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school

and once in high school, beginning no later than grade seven. CalCA Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

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

The oversight for this course will be provided by one or more designated teachers as a separate pass/fail non-credit bearing course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum as part of the parent notification.

Parents will have the ability to “opt out” of having their student participate in the comprehensive sexual health and HIV prevention education course. Parents will be notified annually and/or upon enrollment of the method for opting out of the course. If the parents choose to opt out, the course will be removed from the student’s course list.

You may find more information about the California Healthy Youth Act (California *Education Code sections* 51930–51939) and obtain copies of the law online at the California Department of Education website at https://www.cde.ca.gov/ls/he/se/faq.asp.

Freedom of Speech

The CalCA Schools respect students’ rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students’ freedom of expression as allowed by law, to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, “school premises” includes the Education Management System as well as the School’s physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered “school premises” while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.

- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

CalCA is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and encourages the promotion of positive interpersonal relations among members of the

school community. The Non-Discrimination Policy for the CalCA Schools can be found page 4. It can also be found in the document repository and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, gender identity, race, color, national origin, parenting or marital status, immigration status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

- Possible forums for social media bullying include, but are not limited to:
  - » Internet websites with free registration and ease of registration.
  - » Internet websites offering comment forums or sections.
  - » Internet website offering peer-to-peer instant messaging.
  - » Internet websites offering image or video posting platforms.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse, or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Sexual Harassment – (as defined by Title IX regulations) conduct on the basis of sex that may be one or more of the following:

1. An employee of California Connections Academy conditioning the provision of aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (commonly referred to as quid pro quo).
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to the school's education program or activity.
3. Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the FBI.
4. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of these factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
5. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Prohibited behaviors include all the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated using any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CalCA – California Connections Academy Uniform Complaint Procedure

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to them. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the Uniform Complaint Procedures available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential

student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, on the document repository.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

All students enrolled in CalCA are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Discipline Measures

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone, video conference or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., the Education Management System). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, they are temporarily removed from class (i.e., the Education Management System) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to ten (10) days at a time). A suspension will be documented in writing in a

timely manner and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of the Education Management System is restricted. Student access to email, online clubs/activities, and/or all the Education Management System may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Education Management System and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work*: A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying*: A student that repeatedly engages in negative actions against another student to exercise control over him/her.
- *Harassment*: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, gender, gender expression, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism*: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues*.

3. Expulsion (Suspension of more than ten (10) days)

When a student is expelled, they are separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

See Appendix IV for the complete "Suspension, Expulsion and Involuntary Removal Policy".

9.4 Academic Honesty

Plagiarism

CalCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides schoolwork for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of "F" where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent Legal Guardian Agreement (PLCA) (see Appendix 5) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the

Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 (eighteen) or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate CalCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with their supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last resource.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by CalCA. All communications must be appropriate and remain educationally relevant.

External Video and Web Conferencing Services

CalCA may use internal or external video and web conferencing services and tools (e.g., Zoom) in addition to the Education Management System. When using these communication services and/or tools students must comply with the expectations provided by their teacher, school policies and the Honor Code.

10 Educational Materials Provided by the School

The CalCA Schools are publicly funded charter schools and provide a complete course of study upon completion of the placement process. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested, or the needed materials may be provided to you.

10.2.2 Technology Provided by California Connections Academy

Consult the Hardware and Connectivity section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below. In accordance with the organization's Independent Study Policy and Master Agreement, the school will ask to verify that students have access to devices and connectivity needed to successfully complete the program.

The School typically provides one computer per student, up to two per household, upon request. If additional school computers are needed, the family may make a written request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may act against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

During enrollment, families can elect to receive a subsidy for their internet use. The subsidy is designed to cover the portion of internet needed for participation in our school. The subsidy is awarded on a per-family basis, not a per-student basis, and is paid via debit card. For the household to receive the internet subsidy, the following information is provided to the third-party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third-party vendors.

The subsidy will be equal to $16.95 a month but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be $50.85. If the family starts school after the first day of any of the three payment periods, then the payments are prorated. Families must be enrolled at the time of the disbursement to be eligible. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 25	December	Sept, Oct, Nov
2	February 25	March	Dec, Jan, Feb
3	May 25	June	Mar, April, May

Internet Safety Policy

It is the policy of each CalCA school (the “school”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children’s Internet Protection Act (“CIPA’) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of the Education Management System when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Education Management System Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of the Education Management System and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Education Management System's Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

Appendix 1: Plan for English Learners

Approved October 3, 2023

California Connections Academy & California Online Public Schools
Plan for English Learners

Updated 9.20.2023

PLAN FOR ENGLISH LEARNERS

CalOPS/CalCA uses required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) and using trained test administrators. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

CalOPS/CalCA will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms). The Home Language Survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student use most frequently at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often used by the adults in the home?

If any of the questions in the HLS indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency.

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

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

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

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

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

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

The SA testing window will be from February 1 to May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

INSTRUCTIONAL PROGRAM DESCRIPTION FOR ENGLISH LEARNERS

The Structured English Immersion (SEI) model develops proficiency in English as rapidly and effectively as possible. This instructional program implemented in the TK-12th grade levels and all content areas works successfully in a virtual setting. The goal is to provide all students with English instruction and support to make the curriculum accessible. Instructors implement various instructional practices and strategies to support ELs in learning content area concepts while acquiring English language skills. EL students will receive virtual English language support based on grade and proficiency level. The instructors will support the EL student during a Live Class. EL students will receive Designated ELD instruction and Integrated ELD support within the content area classes.

Designated ELD Instruction

Designated ELD will occur during a dedicated time specific to the EL level (1, 2, 3, 4). The ELD teacher will target the students’ language needs through a group or individual Live Class. The purpose of ELD is for literacy and oral development.

The three levels represent the stages of English language development, describing the expectations for how well the students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging:

Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding:

Students at this level have somewhat to moderately developed oral (listening and speaking) and written (reading and writing) skills. Students at this level receive instruction designed to challenge them to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures. Students will also apply their growing language skills in sophisticated, Grade-level, and age-appropriate ways.

Bridging:

Students at this level have moderately to well-developed oral(listening and speaking) and written(reading and writing) skills. Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, all EL students, regardless of the EL level, will participate in grade-level content areas with various scaffolding strategies to develop content knowledge and English development. Designated ELD instruction is aligned with the CA ELA/ELD Standards (2012) and focuses on the following:

- Live Classes and support calls focus on the four domains: Listening, Speaking, Reading and Writing
- Focus on vocabulary development
- Will teach language through content and themes
- Provide opportunities for meaningful speaking practice
- Build on background knowledge
- Teach through a variety of reading comprehension strategies
- Focus on providing targeted writing instruction.

The following table illustrates the Designated ELD instruction delivered and time devoted for TK-8th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
4 Live Classes per week/ 30 min. sessions	4 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	1 Live Class per week/ 30 min. session

The following table illustrates the Designated ELD instructional time delivered and time dedicated to 9th-12th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
Work 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe* (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for 30 - 60 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.

High School Culture Café Section

Culture Café is a safe space reserved for all English Language Learners, ninth through twelfth grade, to practice their Speaking and Listening skills in a low-stress environment. Culture Cafe takes place from October to February, and resumes from May to June. Students of all language levels are invited to participate, creating a mix of abilities where Newcomers can learn from L3's, and L4's can bolster L1's, for example. Each week, students can log on to a 30-minute session where they are introduced to a cultural topic they may or may not be familiar with; such as traditions, music, dance, and cuisine from different cultures around the world. Students who attend are also entered into a monthly raffle to win a school t-shirt. The 2023-2024 school year will be our third year implementing this section.

Integrated ELD Instruction TK-12th Grade

Integrated ELD will occur with the content teacher of English Learners to make grade-level content comprehensible and accessible by using the appropriate ELD strategies. The ELD standards, used in tandem with the academic content standards, guide instruction. Live Classes focuses on language acquisition, helping

students attain grade-level content and academic language. The following are examples of Integrated ELD Instruction:

1) Scaffolds used during Live Classes or portfolios to make content more accessible (such as word banks, graphic organizers, and sentence stems) to help students build on previous knowledge and strengthen areas for growth.
2) Monitor for understanding during a Live Class or weekly contact from the homeroom or ELD teacher.
3) Alternate Scaffolded Portfolio Assignments to help students demonstrate their content knowledge while also supporting their language growth.
4) The EL Homeroom Teacher works closely with the Content Area Teachers to ensure that scaffolds are implemented effectively and removed gradually once growth is measured. For example, the ELD and Economics teacher may determine a mutual goal to have their student who started the year writing a single paragraph confidently write four more paragraphs by the end of the semester.
5) Content Area teachers offer 1:1 support and implement scaffolds that allow students to complete assessment corrections and revisions that bolster their mastery of previously identified gaps in comprehension related to content and/or academic language. Teachers will encourage students to attend ELD Live Classes.

EL PLACEMENT

Newcomer/ ELD 1	**Proficiency Level Descriptor**	**Exit Criteria**
Newcomer English Learner Descriptor: Newcomer to the country (0-24 months) whose primary language is other than English. • Two or more years below grade level achievement • Often require 1-1 Live Classes, alternate portfolios, and scaffolded lessons **Identifying Criteria for K-12th Grade** ● ELPAC: Level 1 Minimally Developed ● SBAC: No Score or Does not Meet the Standard (3rd-12th grade) ● MAP: No Score or lower than 16 points of the mean (9-12th) ● iReady: No Score or below 2-3 grade levels (K-8th)	Emerging: 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 As they **progress through** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students should have basic English communication skills in social and academic contexts

Interventions
• Alternate portfolios • Learning Labs and iReady Intervention (K-5th grade) • 1-1 or small group Live Class • iReady Intervention (6th-8th Grade) • Provide students with sentence stems • Provide templates and graphic organizers to guide student writing • Supplemental Instructional Support Programs • Weekly Progress Monitoring contact to cultivate a caring environment • Provide visual representations • Give wait time during 1:1 sessions • Provide choral repetition in a group setting during Academic Support time • Use translators and translation apps when needed

ELD 2/3	Proficiency Level Descriptor	Exit Criteria
ELD 2/3: Identified EL for 2-5 years 1. Two or more years below grade level achievement 2. Small group Live Classes, alternate portfolios, and scaffolded lessons **Identifying Criteria for K-12th Grade** ● ELPAC: Level 2, Somewhat Developed or the early stages of level 3, Moderately Developed ● SBAC: No Score or does not Meet the Standard or Nearly Met the Standard (3rd-12th grade) ● MAP: No Score or lower than 16 points of the mean (9-12th) ● iReady: Below 1-2 grade levels (K-8th)	Expanding: They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can use English to learn and communicate about a range of topics and academic content areas.
Interventions		

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- 1-1 or small group Live Class
- iReady Intervention (6th-8th Grade)
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Provide students with visual representations
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

ELD 3/4	Proficiency Level Descriptor	Exit Criteria
ELD 3/4 Descriptor: Identified EL for 2-5 years • At or within two years of grade level achievement • May experience minor difficulties with academic English • May need additional learning time, practice, and reteaching **Identifying Criteria for K-12th Grade** • ELPAC: Level 3 Moderately Developed or Level 4 Well Developed • SBAC: Nearly Met Meet Standard or Standard Met (3rd-12th grade) • MAP: Within 10 points of the Mean (9-12th) • iReady: at grade level (K-8th)	Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- iReady Intervention (6th-8th Grade)
- Small group Live Class or 1-1 Live Class by appointment
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

Long Term english Learner (LTEL)	Proficiency Level Descriptor	Exit Criteria
LTEL: Identified EL for 6 or more years • At or within two years of grade level achievement • May experience minor difficulties with academic English • May need additional learning time, additional practice, and alternate portfolios **Identifying Criteria for K-12th Grade** ● ELPAC: Level 3 Moderately Developed or Level 4 Well Developed ● SBAC: Does not meet the Standard or Nearly Met Standard ● MAP: Within 15 points of the Mean (9-12th) ● iReady: Below 1-2 grade levels	Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp	Students can communicate effectively in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Interventions
• Alternate portfolios • iReady Intervention (6th-8th Grade) • 1-1 Live Class by appointment • Provide students with sentence stems • Provide templates and graphic organizers to guide student writing • Weekly Progress Monitoring contact

DIFFERENTIATED INSTRUCTION

Differentiated instruction is different in every grade band, but shares the same objective of making the curriculum accessible to all students. The table below describes the differentiated instructional strategies implemented by grade span.

Elementary TK-5th Grade
• Alternate portfolios • Engaging lessons that involve reading, writing, speaking, drawing, and listening • Explicit teaching of comprehension • Progress monitoring in reading and oral language • Sentence starter and frames • Math manipulatives, and alternative assignments • Incorporate technology (starfall, kahoot, Nearpod, quizlet, etc.) as well as providing visual and added images to live class PPT's • Provide verbal and written instructions • Teaching language skills across all curriculum topics offer student choices • Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant
Middle School 6th-8th Grade
<u>Social Studies 6th- 8th grade:</u> • Offer project options for students. • Provide Thinking Maps and reading supports to help students with primary source analysis and paragraph writing. • Thinking Maps are worked on together during Live Classes (LLs) • Alternate portfolio using visual arts and bullet points instead of written paragraphs **<u>Science 6th-8th Grade:</u>** • Differentiated instructions- built into our science lesson videos and LL, explanation of vocab words, similar words prefix/ suffix use • Alternative portfolios • Science Support on Thursday **<u>Math 6th-8th Grade:</u>** • All tests are completed in DeltaMath which can be translated into any language. Examples are also included in the students' language preference • Tests and quizzes have built-in corrections, allowing students 30 days to complete, edit and correct or receive individualized help by booking an appointment with a teacher. • Review Live Session before every quiz and every test with a study guide and answer key. • Alternate portfolios are available (2 portfolios per semester, with 4-6 choices for students to show understanding). **<u>Language Arts 6th-8th Grade:</u>** • Study guides with examples, definitions, visuals and videos. • A help document is provided for tests with sentence starts for the short answer response questions. • Sentence starters are provided for discussion questions. • An alternative portfolio may be offered. • Graphic organizers and sample essays are provided for portfolios. • Sentence starters on graphic organizers for writing assignments which scaffold student writing.
High School 9th-12th Grade

- ELD teachers and content area teachers work as a team to provide instruction.
- Scaffolding: Teachers often use visual aids such as charts, graphs, and pictures or scaffolding techniques like sentence stems, concept maps, essay templates, note taking templates and other graphic organizers to support ELs' understanding of concepts and complex ideas.
- Content Modification: While maintaining the rigor of the curriculum, teachers may modify assignments or readings to make them more accessible to EL students. They may also provide additional background information to develop cognitive schema.
- Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant.
- Academic Language Development: Students are encouraged to attend our Culture Cafe so they can practice their speaking and listening skills while listening to culturally relevant presentations.
- Individualized Instructional Support: Weekly Homeroom Calls with an ELD teacher provides an opportunity for 1:1 modeling, support, and intervention.

PROGRESS MONITORING

All grade level bands will monitor student academic progress and provide the appropriate interventions to English Learners in grades TK-12th. The students are monitored regularly to provide any support needed due to language barriers in each subject matter. Progress Monitoring is regularly analyzed through student work, local assessments, as well as data analysis that tracks student engagement, growth, and overall performance. If a concern arises, a parent-teacher progress monitoring meeting will be held with the appropriate stakeholders. This allows the family to collaborate with the student's academic team (*Homeroom Teacher, Content-Area Teachers, Counselor, and Principal*). If interventions are needed to support the student, parents will be notified and included in the planning process to restore the student's good academic standing. Students will be monitored for an agreed upon time span at the Progress Monitoring Meeting. The exit criteria depend if improvement is demonstrated or if further assistance is required. If improvement is demonstrated, the Homeroom Teacher, Student, and Parent will stay in touch to encourage the student to stay on an upward academic trajectory. If further assistance is required, Homeroom Teachers will continue scheduling weekly/bi-weekly Progress Monitoring Meetings so the student's academic team can work to adjust their approach in individualizing instruction to bolster the student's academic success.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalOPS/CalCA schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalOPS/CalCA schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of

academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalOPS/CalCA's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent Summative ELPAC test.
    - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

2. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate
grade- level proficiency.
    1. **If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas,** decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.

3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
    1. If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
    2. ELD Coordinator will document the following questions:
        1. How do you feel about your child's English language proficiency?
        2. Do you agree with reclassifying your student?
        3. Would you still want your child to continue receiving EL services until the end of the school year?

4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
    a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)

b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
    - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ALTERNATIVE ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

1) Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2) Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3) Parent or guardian opinion and consultation
4) Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

    *An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

CalOPS/CalCA's Alternate reclassification criteria align with the CDE's requirements as follows:

a. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
b. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
    1. The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.

c. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
d. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
    a. the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

MONITORING OF RECLASSIFIED STUDENTS

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RFEP Monitoring Form

Student Name: _____
Grade: _____ SSID: _____
RFEP Date: _____ Monitoring Year: _____
EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	

Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

CalOPS/CalCA conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating an interpreter to act as a liaison between the school and the family in their home language when needed. In addition, per state guidelines, when 15% or more of the students enrolled in a school speak a single primary language other than English, the school will examine what additional supports need to be in place for those families, such as translation of materials.

Appendix 2: Reclassification of English Language Learners Board Policy

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

First APPROVED in 2015

As updated and amended August 2018

Approved by Board of Directors on August 28, 2018

As updated and amended August 25, 2020

Last reviewed May 2022

Updated and Approved October 3, 2023

Reclassification Criteria for Students Who Take the Summative ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalCA/CalOPS schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalCA/CalOPS schools are to establish “local reclassification policies” that allow for the “the effective and efficient conduct of the language reclassification process” (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

2. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
3. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
4. Parental opinion and consultation
5. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalCA/CalOPS’s reclassification criteria align with the CDE’s requirements as follows:

3. Overall score of 4 on the student’s most recent Summative ELPAC test.
    5) Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student’s individualized education plan (IEP). In

such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

4. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate
grade- level proficiency.
    3. If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.

5. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
    e. If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
    f. ELD Coordinator will document the following questions:

- How do you feel about your child's English language proficiency?
- Do you agree with reclassifying your student?
- Would you still want your child to continue receiving EL services until the end of the school year?

6. Students demonstrate English Proficiency on a basic skills assessment by any of the following:

- Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
- Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
- 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
- Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP

    4. If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

5. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
6. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
7. Parent or guardian opinion and consultation
8. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

    *(*An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.)*

CalCA/CalOPS Alternate reclassification criteria align with the CDE's requirements as follows:

2. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
3. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
    5. The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.
4. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
5. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
    b. the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

Monitoring of Reclassified Students

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RESPONSIBILITY: The Director of Student Achievement, overseeing and in conjunction with the ELD Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria and for oversight of the proper application of the

reclassification policy to reclassification of EL students. The State Testing Coordinator is responsible for the identification of students who need to take the ELPAC and for the ELPAC administration and scoring. The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified and for collecting any audit documentation or procedures that involve EL or RFEP students. The teaching staff assigned to each EL or RFEP student is responsible for the instruction of EL students, assistance with monitoring of RFEP students, and providing input into reclassification decisions.

RFEP Monitoring Form

Student Name: _____
Grade: _____ SSID: _____
RFEP Date: _____ Monitoring Year: _____
EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

Appendix 3: Youth Suicide Prevention Policy

California Connections Academy Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

And Updated February 2020

Update approved by the Board of Directors of California Online Public Schools

Last reviewed May 2022

BACKGROUND and INTENTION:

The Governing Board of California Connections Academy Schools (governed by California Online Public Schools) recognizes that suicide is one of the leading causes of death among youth and that an even greater amount of youth consider and attempt suicide. In addition, the educational environment provided in our virtual school setting may attract students who have been bullied or otherwise previously victimized and who may therefore be more vulnerable.

California Education Code (EC) Section 215 mandates that the Governing Board adopts a policy on pupil suicide prevention, intervention, and postvention for students in kindergarten through grade 12. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This 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."

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of 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 all school personnel in all job categories who regularly interact with students or are able to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or designee will ensure that the policies and procedures are reviewed periodically, but at least every five years, and revised as needed. The Director of Counseling Services will be responsible for development and implementation of training for all appropriate school staff.

The Director of Counseling Services or designee will be the primary suicide prevention liaison for California Connections Academy Schools.

Additional comprehensive resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

Overall Strategic Plan for Suicide Prevention

The Director of Counseling Services shall develop and implement preventive strategies and intervention procedures as follows:

1. Which specifically address the needs of high risk groups of students, including, but not limited to:
   - Youth bereaved or otherwise affected by suicide.
   - Youth with a history of suicide ideation or attempts.
   - Youth with disabilities, mental illness, or substance use disorders.
   - Youth experiencing homelessness or in out-of-home settings, such as foster care.
   - Lesbian, gay, bisexual, transgender, or questioning youth.
   - Youth who have suffered traumatic experiences.
   - Youth who have been bullied or harassed.
2. Which cover:
   - Suicide Prevention
   - Suicide Intervention, Assessment and Referral
   - Suicide Response Action Plans for suicide or suicide attempts by students or staff members
   - Responding After a Suicide Death (Postvention)
3. Which include training for all appropriate employees.
4. Which include information, resources and roles for students, parents and family members/friends and which includes students and families to the greatest extent possible in the development and implementation of the policies and procedures. Information about the

suicide prevention program and policies will be included in the School Specific Handbook Supplement.

5. Which will demonstrate support for the creation and implementation of programs and/or activities within the school environment that raise awareness about mental wellness and suicide prevention.

6. Which will examine ways to incorporate developmentally appropriate and student- focused suicide prevention education into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Suicide Prevention and Intervention Training and Education

California Connections Academy carefully reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Connections Academy has critically reviewed and will continue to review all materials and resources used in awareness and training efforts to ensure they align with best practices for safe messaging about suicide.

Training shall be provided for all school staff members unless the Director of Counseling determines that a staff member does not have any significant interaction with students.

Training will take place at least annually, and all staff will receive training on the risk factors and warning signs of suicide, suicide prevention, intervention and referral procedures, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed credentialed counselors who have received advanced training (as determined by the school) specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Additional professional development in suicide risk assessment and crisis intervention will be provided to mental health professionals (e.g., school counselors or psychologists) employed by California Connections Academy Schools/California Online Public Schools.

Materials provided for training shall include how to identify appropriate mental health resources, both within the school and within the larger community, and when and how to refer youth and their families to those services.

The training will include access to a list of resources for staff and families, including where additional programs that allow further self-training can be accessed.

The training also will include additional information regarding groups of students regarded to be at elevated risk for suicide, such as the groups listed above.

Employee Qualifications and Scope of Services

Employees of California Connections Academy Schools/California Online Public Schools and of any contracted entity working with California Connections Academy students 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, ongoing 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.

Intervention, Assessment, Referral

The Director of Counseling Services or designee will be the primary suicide prevention liaison for California Connections Academy Schools.

All staff members will be informed about the notification process in case of a suicide crisis. A referral process should be disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community- based resources.

Determination of notification to parents/guardians/caregivers should follow an assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

All attempts will be made to make sure that students experiencing suicidal ideation are not left unsupervised.

The Director of Counseling Services, in coordination with the Executive Leadership Team, have established crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult at a school office or at a school-sponsored activity.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

If parents/guardians/caregivers, after notification by the school, refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the Director of Counseling (or other appropriate designated school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Responding After a Completed Suicide (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Director of Counseling Services for California Connections Academy Schools shall ensure that the schools have an action plan for responding to a suicide death as part of a general crisis

response plan. One component would be the use of the Employee Assistance Plan already in place. The Suicide Death Response Action Plan (or Suicide Postvention Response Plan) should incorporate both immediate and long-term steps and objectives.

Areas to be addressed in the Suicide Postvention Response Plan are:

- Identify designated staff members and their roles
- Sharing of resources
- Identify students significantly affected by suicide death as well as students at risk of imitative behavior
- Notification of staff and families if appropriate
- Determination of what information can be disclosed and to whom
- Response to memorial requests, which should be handled in a thoughtful way with consideration of their impact on other students
- Consideration of media coverage if needed, including identifying a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media and/or school based messaging outlets as needed:
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses such as important dates, long term support for family members, close friends, teachers, and/or students of deceased, and long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Appendix 4: Suspension, Expulsion and Involuntary Removal Policy

California Connections Academy / California Online Public Schools
Suspension, Expulsion and Involuntary Removal Policies

Updated 9.22.2023

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with students' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Board Policies

CalOPS follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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 IDEA or who is qualified for services under 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 requires additional or different procedures. CalOPS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CalOPS 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.

No student shall be involuntarily removed by CalOPS 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 and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, CalOPS 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 requests a hearing, the student shall remain enrolled and shall not be removed until CalOPS 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).

Procedures

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 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the

performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this 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 students 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 Education Code Section 233(e). This provision shall apply to students 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 class work, 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 students 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.

i. "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:
    1. 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.
    2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    3. Causing a reasonable student to experience substantial interference with their academic performance.
    4. 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.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, 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 subparagraph (ii) above.
        b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (ii) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) 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.
        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 (1) to (4), inclusive, of paragraph (ii). 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.

iii. Notwithstanding subparagraphs (ii) and (iii) 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.

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

w) 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 Executive Director 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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3) Discretionary Expellable Offenses: Students may be recommended for expulsion 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.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
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 preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this 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 students 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 Education Code Section 233(e). This provision shall apply to students 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 class work, 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 students 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.
    i. “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:
        1. 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.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. 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.
    ii. “Electronic Act” means the creation or transmission originated on or off the school site, 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 subparagraph (i) above.
            b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
            c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) 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.
            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 (1) to (4), inclusive, of paragraph (i). 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.

iii. Notwithstanding subparagraphs (i) and (ii) 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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 Superintendent 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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

CalOPS will use the following definitions:

c. 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.
d. 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 a term does not include an antique firearm.
e. The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or CalOPS employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent 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 CalOPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against 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 (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/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 in person, by email, or by telephone. 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. If CalOPS 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 Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when CalOPS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and 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 Superintendent 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 CalOPS Board of Directors following a hearing before it or by the CalOPS 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 (3) members who are certificated and neither a teacher of the student nor a member of the CalOPS School Board of Directors. 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

Superintendent 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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the CalOPS'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 CalOPS 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.

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

CalOPS 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 CalOPS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

a. 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 (5) 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.
b. CalOPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
c. 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.
d. 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.

e. 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.
f. 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.
g. If one or both of the support persons is also a witness, CalOPS must present evidence that the witness' presence is both desired by the witness and will be helpful to CalOPS. 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.
h. 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.
i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have 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.
j. 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.

B. 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.

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the

evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

D. 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.

E. Written Notice to Expel

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

F. Disciplinary Records

CalOPS shall maintain records of all student suspensions and expulsions at CalOPS. Such records shall be made available to the chartering authority upon request.

G. No Right to Appeal

The student shall have no right of appeal from expulsion from CalOPS as the CalOPS Board of Directors' decision to expel shall be final.

H. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CalOPS 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.

I. Rehabilitation Plans

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

J. 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 student 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 of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's 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 student's readmission is also contingent upon CalOPS's capacity at the time the student seeks readmission or admission to CalOPS.

F. Notice to Teachers

CalOPS 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.

G. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the CalOPS's Board policy on independent study, after missing the number of assignments indicated on the Master Agreement, 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, CalOPS may involuntarily remove the student after CalOPS follows the requirements of the Missed Assignment Policy or similar 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.

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

1. **Notification of SELPA**
    a. CalOPS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CalOPS or the SELPA would be deemed to have knowledge that the student had a disability.
2. **Services During Suspension**
    b. 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

c. 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, CalOPS, the parent/guardian 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
d. any relevant information provided by the parent/guardian to determine:
    i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CalOPS , the parent/guardian 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 CalOPS, the parent/guardian, 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:

i. i. 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;
ii. Ii. 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
iii. Return the child to the placement from which the child was removed, unless the parent/guardian and CalOPS agree to a change of placement as part of the modification of the behavioral intervention plan.

If the CalOPS, 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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 CalOPS 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

CalOPS 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 Superintendent 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 U.S.C. Section 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 U.S.C. Section 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 IDEA and who has violated the CalOPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CalOPS had knowledge that the student was disabled before the behavior occurred.

CalOPS 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 CalOPS 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 CalOPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CalOPS supervisory personnel.

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

CalOPS 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.

Appendix 5: Homeless Policy

California Connections Academy Schools

Homeless Education, Title X: McKinney-Vento Policy

Approved by Board of Directors on April 28, 2020

As updated on August 24, 2021

Updated on May 24, 2022

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy Schools ("The School") will ensure that homeless children and youth are free from discrimination, segregation, harassment, and being stigmatized.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in the Education Management System and at any school office location and on the school website in the Public Notices section. The homeless liaison for purposes of publication and state reporting is Frances Sassin, Director of Business Services.

Definitions

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth's living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of "fixed, regular and adequate nighttime residence" and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act and other duties as appropriate. CalCA has a Homeless Support Committee wherein staff members work together on the implementation of applicable laws and policies. Different members of this Committee serve as the designated homeless liaison for different purposes, for example, for different grade levels.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at their school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses their housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California. Continuing enrollment for homeless students is subject to state requirements regarding residence in the state of California.

Enrollment

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. Enrollment is subject to school and grade level capacity limits. The

Master Agreement is required by California law and will be collected as part of the application process. School staff will expedite collection of the Master Agreement so that is does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportations services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services. Homeless students will not be subject to separation or stigmatization in any aspect of their educational program

Training

The Homeless Support Committee will designate the local liaison(s) who will participate in, and share information with staff, regarding McKinney- Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

The Homeless Support Committee will designate the local liaison(s) who will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The designated liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The designated liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate designee of the Homeless Support Committee immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315

- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: May24, 2022

Appendix 6: Education of Foster and Mobile Youth Policy

Introduction

The Governing Board of California Connections Academy Schools/California Online Public Schools ("Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child' home by juvenile court).
3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[2]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"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, so 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. This includes a child who, without the parent/guardian, has continued to migrate annually to

[2] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Shannon Doss, School Social Worker
sdoss@californiaops.org
909-347-0058

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall

provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

5) When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

   a. An expulsion hearing for a discretionary act under the Charter School's charter.

   b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

   c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

6) As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

7) As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

8) Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to the Executive Leadership Team, Principals, Assistant Principals, and attendance team of the requirements for the proper enrollment, placement, and transfer of foster youth.

9) Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

10) Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth 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 students, including, but not 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 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, a currently migratory

child, or child of a military family seeking re enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. 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 court's jurisdiction or termination of the child's status as a 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.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[3], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is

[3] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students 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. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school 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 ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student 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 their fourth year of high school.

The Superintendent or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is **reasonably able to complete the Charter School's additional graduation requirements** within the student's fifth year of high school, the Superintendent or designee shall:

1. Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide

coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School' additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
    i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

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 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 student, 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 student'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.

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.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and is posted on the schools website.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Appendix 7: Title IX – The Final Rule

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, California Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the California Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

Definitions

Actual Knowledge

Actual knowledge occurs upon receipt of notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures. Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

Complainant

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by California Connections Academy.

Respondent

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of California Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a California Connections Academy education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to California Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties
- Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.
- Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

Title IX Coordinator

The employee designated by California Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours through the Uniform Complaint Procedures.

Formal Complaint

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the Uniform Complaint Procedures:

Initial Response

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of a student or other individual, they may be removed upon completion of an individualized safety and risk assessment. If a student is removed under emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

Required Grievance Procedures

California Connections Academy is required to follow the grievance process defined by t*he Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under t*he Final Rule* are designed to restore or preserve equal access to California Connections Academy's education program and sanctioned events and activities.

An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of California Connections Academy's education program or sanctioned events/activities;
- the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
- how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
- any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
- any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;
- all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.
- A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.
- A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's

advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.

- There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.
- The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process.
- Include the procedures and permissible bases for the complainant and respondent to appeal.
- List the range of supportive measures available to complainants and respondents.
- Disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

Notice

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the informal resolution process. Any details known at the time of report of sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, California Connections Academy decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

Dismissal

Under some circumstances, California Connections Academy must dismiss a formal complaint of sexual harassment.

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed. However, the school may pursue action under the Section 9.2 Bullying and Prohibited Behavior.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations
- the respondent is no longer enrolled, registered, or employed by California Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

Consolidation of Formal Complaints

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

Investigation

Under t*he Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Connections Academy. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist, or other professional treatment records.

An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted. All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, California Connections Academy may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.

Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

Hearings

***The Final Rule* does not require hearings in the K-12 environment.**

The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.

It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.

The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

Determination

- The decision maker may not be an investigator or the Title IX Coordinator.
- The decision maker will issue a written determination with respect to responsibility. Under t*he Final Rule,* the determination must include:
- A description of the allegation that meets the definition of sexual harassment
- A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
- Findings of fact supporting the final determination
- Conclusions as to the application of the school's code of conduct and the known facts
- A statement and rationale for:
  - » Each allegation and determination of responsibility
  - » Disciplinary sanctions imposed on the respondent, if any
  - » If remedies designed to restore or preserve equal access to Connections Academy's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)
- The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

Appeals

Both the complainant and respondent have the option to appeal under the following circumstances:

- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)

The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.

Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

Informal Resolution

Informal resolutions may be offered once a formal complaint is filed.

Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed

resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.

If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.

The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

Recordkeeping

The school shall maintain a complete record for seven (7) years relating to:

- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.

The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to California Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

Retaliation

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by t*he Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing. Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA.

Any party that makes a false statement in bad faith may be charged with a code of conduct violation.

Appendix 8: Parent Legal Guardian Acknowledgement

The DataView of the Parent Legal Guardian Acknowledgement from the Education Management System will be included once finalized for the upcoming school year.

Coversheet

Approval of Student Services Contracts (attached)

Section:	IV. Consent Items
Item:	H. Approval of Student Services Contracts (attached)
Purpose:	Vote
Submitted by:	
Related Material:	Student Services Contracts-Oct Board Meeting.pdf 2023-24 Master Contracts CalOPS Fully Executed.pdf

2023-24 SPED SERVICE PROVIDERS/VENDORS	DESCRIPTION OF SERVICES	Date Fully Signed
Adapted Child Play (NEW PROVIDER)	• Adapted Physical Education	September 11, 2023
Center For Accessible Technology (New Provider)	• AT Assessments and AT Services	August 30, 2023
CEID (Center for Early Intervention on Deafness)	• Audiological Services • Speech • DHH	September 27, 2023
Community Therapy Services, LLC (Melanie Criss-Virtual OT)	• Virtual services only • Occupational Therapy and Evaluation	August 28, 2023
CES (Cornerstone Educational Solutions)	• Psycholgical Assessments	August 15, 2023
EECS (Effectual Educational Consulting Services)	• School Psychologists • School Nurses • Occupational Therapists • Physical Therapists • Adaptive PE teachers • Deaf and Hard of Hearing teachers • Audiologists • Visual Itinerant teachers	August 25, 2023
El Paseo Children's Center, Inc.	• School Psychologists • psycho-ed assessments • ERMHS • FBA • Orthopedic Impairment • Assistive Technology/AAC Services • Orientation and Mobility services • psychological/counseling services • Behavior Intervention services • School Nurses • Speech Pathologists • Occupational Therapists • Physical Therapists • Adaptive PE teachers • Deaf and Hard of Hearing teachers • Audiologists • Vision Impaired Services	August 9, 2023
Expatiate Communications	• Speech Therapy • Occupational Therapy • Physical Therapy • Psych Services • BIS • APE	August 31, 2023
FeldCare Therapy, Inc. DBA FeldCare Connects	• Physical Therapy • Speech Therapy	

	• Occupational Therapy • Registered Dietitian	
Home Grown OT 4 Kids	• Physical Therapy • Occupational Therapy	
LiveSpeech (Connections Education LLC dba Pearson Online & Blended Learning K-12 USA)	• Virtual services only • Speech Therapy	August 28, 2023
Milestones Therapy Group	• Speech Therapy (via teletherapy)	August 23, 2023
Oxford Consulting Services, Inc.	• Speech Therapy • Individual & Group Counseling • Paraprofessional Services	August 16, 2023
Pathways 2 Speech	• Speech Therapy	August 7, 2023
PresenceLearning, Inc. (formerly known as Global Teletherapy)	• Virtual services only • Individual, group Counseling • FBA • ERMHS Assessments • Behavior Intervention Services • Therapy • Social skills counseling	September 22, 2023
Professional Tutors of America, Inc.	• Academic Tutoring • NPA Certified for various services other than Academic Tutoring (see list)	August 4, 2023
Specialized Therapy Services dba The OAS Center	• Audiological Services	
Stanford Youth Solutions DBA Stanford Sierra Youth & Families	• Individual, group Counseling • Parent counseling • Social skills counseling	August 4, 2023
Every Special Child LLC (NEW PROVIDER)	• Para Professionals/ Educators • Paraprofessional Services	August 4, 2023
Teamwork Therapies	• Speech Therapy • Occupational Therapy	August 21, 2023
TinyEYE Therapy Services	• Speech Therapy • Occupational Therapy • Mental Health	August 14, 2023
TTC4Success (Tasha's Training & Consulting, LLC)	• Mental Health Services	August 30, 2023
***2023-24 SpED Special Contracts		
** Jayden Gaines Transportation Contract	NA	September 7, 2023
*ESY Dates for 2022-23 SY are July 10, 2023 to Aug 4, 2023. These are still part of the 2022-23 Contract.		

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 11, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Adapted Child's Play, LLC

Nonpublic School/Agency

By: DocuSigned by: Marnie Young 02EEB6863BC944E... 9/11/2023

Signature **Date**

Marnie Young

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C0... 9/11/2023

Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Michelle Sabelhaus, Business Manager	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Adapted Child's Play LLC	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
639 Ocean View Ave	33272 Valle Road
Address	**Address**
Encinitas CA 92024	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
760-877-3400 n/a	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
adaptedchildsplay@gmail.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Adapted Child's Play**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD	
Intensive Individual Services (340)			
Language and Speech (415)			
Adapted Physical Education (425)	**175.00**	**Per Hour**	No show/Late Cancel Fee
Health and Nursing: Specialized Physical Health Care (435)			
Health and Nursing: Other Services (436)			
Assistive Technology Services (445)			
Occupational Therapy (450)			
Physical Therapy (460)			
Individual Counseling (510)			
Counseling and Guidance (515)			
Parent Counseling (520)			
Social Work Services (525)			
Psychological Services (530)			
Behavior Intervention Services (535)			
Specialized Services for Low Incidence Disabilities (610)			
Specialized Deaf and Hard of Hearing (710)			
Interpreter Services (715)			
Audiological Services (720)			

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) IEP Meeting Attendance	175.00	Per Hour
Other (no code) Assessment Fee	1,200	Flat Fee

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS MJ
Initial

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Center for Accessible Technology

Nonpublic School/Agency

By: DocuSigned by: Johno Reardon 7B7FE6870574405... 8/30/2023

Signature **Date**

Johno Reardon Director of Operations

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C6... 8/30/2023

Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Johno Reardon	LaChelle Carter, Director of Finance
Name and Title Director of Operations	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider 3075 Adeline St	**LEA** 33272 Valle Road
Address Berkeley CA 94703	**Address** San Juan Capistrano CA 92675
City **State** **Zip** 510-841-3224 0	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** jreardon@c4at.org	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Center for Accessible Technology**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445) : **In-Person**	**149.00**	**Hour**
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **AT Assessments In-Person**	**149.00**	**Hour**
Other (no code) **Travel**	**75.00**	**Hour**

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
JR
Initial

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on **August 31, 2023** and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Community Therapy Services	**California Online Public Schools**
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Melanie Criss 9D0CBC1EF82A492... 8/27/2023	By: DocuSigned by: LaChelle Carter 22344735983E4C6... 8/28/2023
Signature **Date**	**Signature** **Date**
Melanie Criss, Owner	**LaChelle Carter, Director of Finance**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Melanie Criss, Owner	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Community Therapy Services	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
3527 River Rd.	33272 Valle Road
Address	**Address**
Toledo OH 43614	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
4194828113 8662236824	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
mcriss@ctsvirtual.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Community Therapy Services, LLC**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450) :Virtual	**120.00 / 60.00**	**hour /min charge** **per session**
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Student Supplies**	**100.00**	**Semester**
May also be billed following a school requested OT interview screening where OT evaluation/service is deemed not necessary but recommenations are in order.		
Other (no code) **Records Review Only Evaluation**	**125.00**	**Flat Rate**

See next page for additional 2023-24 rates

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS MC
Initial

August 31,2023 and September 1,2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS MC
Initial

Occupational Therapy (450)

- (OT Evaluations, OT student supply kit for new students) - 425.00 flat rate

(Intake evaluations for new referrals are billed at the hourly OT rate)

Other (900):

- Documentation/administrative preparation fee for individual student sessions	**- 10.00 per session**
- Participation in IEP team meetings or other training of staff meetings by school request via phone or video conference	**- 75.00 per hour; minimum charge of 75.00 for IEP team meetings**
- Progress Reports/IEP Reports	**- 50.00 per student**

No Show Policy:

- Cancellation with less than 24 hours' notice billed at a **flat rate of 30.00**.
- No show/no contact prior to scheduled student session billed at a **flat rate of 60.00 (equivalent to cost of a 30-minute session)**.
- No shows for IEP team meetings billed at a **flat rate of 30.00**.

ADDENDUM TO MASTER CONTRACT 2023-2024

The purpose of this document is to make known the items in the Nonpublic, Nonsectarian School/ Agency Services Master Contract 2023-2024 between **California Online Public Schools and Community Therapy Services, LLC.**

As of August 31, 2023, both parties agree, that the following sections of the Master Contract are not applicable and/or can be modified per the language outlined in this document to meet the needs for continued partnership.

NOW THEREFORE, in consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions of the stated contract.

1. California Online Public Schools accepts that Community Therapy Services is not NPA Certified.

2. In accordance to NPA Certification specifications, Community Therapy Services will be required to have all staff working directly with California Online Public Schools to complete a LiveScan background check through the Department of Justice as well as undergo a Tuberculosis Screening. Connections Academy will lend its company LiveScan account for this purpose however the Community Therapy Services and its providers will cover the $29 rolling fee and the $49 mail-in submission fee. All other instructions will be provided to Melanie Criss upon completion of the contract.

3. California Online Public Schools accepts that Community Therapy Services insurance differs from the allocated amounts within the contract. California Online Public Schools accepts Community Therapy Services as follows, per the company's policy.

PLEASE PROVIDE COVERAGE INFORMATION TO ATTACH.

4. California Online Public Schools acknowledges that Community Therapy Services is not based in California and is not certified by the California Department of Education. All services and communication with California Online Public Schools will be limited to a virtual setting, therefore travel will not be approved.

5. As a non-California based agency, the workman's compensation regulations required of Community Therapy Services may not be the same as the state of California's guidelines, however, they will meet the specifications of the state in which the agency is registered in. California Online Public Schools is not responsible for any workman's compensation matter relating to Community Therapy Services providers.

6. California Online Public Schools accepts that Community Therapy Services is a private entity that does not have bylaws.
7. California Online Public Schools assumes responsibility for all equipment and materials provided from Connections Education and Connections Academy. Any replacements needed as a result of being lost or damaged by the student and/or his/her family will be covered by California Online Public Schools.

8. Community Therapy Services is not responsible for the progress toward meeting his/her graduation requirements. The role of Community Therapy Services' Virtual OT's providers is solely to provide services outline as a need with the student's IEP documents. Therefore, no exchange of graduation/course requirements need to be shared unless both parties deem necessary to meeting the student's IEP goals.

9. California Online Public Schools accepts that Community Therapy Services employees are not trained annually in crisis intervention. With this understanding Community Therapy Services agrees to communicate any special circumstance immediately with California Online Public Schools for follow-up.

10. California Online Public Schools accepts that Community Therapy Services does not maintain written policies regarding: emergency intervention, behavior emergencies, student discipline, missing children, child abuse or parent complaints with the understanding that occurrences related to matters will be reported to school within 24 hours for follow-up.

11. California Online Public Schools accepts that the contract meal mandate is not applicable to Community Therapy Services Virtual OT and/or the virtual setting.

12. California Online Public Schools accepts that Community Therapy Services will provide only 2 progress reports throughout the year. California Online Public Schools reserves the right to request additional progress reports as needed to support the student's best interest. At least 10 days' notice is required for processing; however, Community Therapy Services has the right to determine some requests are not reasonable based on the need and desired timeframe.

13. California Online Public Schools is not requiring Community Therapy Services to enroll in or maintain a subsequent arrest notification service as part of the provider clearance process. California Online Public Schools does require Community Therapy Services to inform the schools of any changes in an employees arrest record as they become aware.

14. It is the responsibility of Community Therapy Services to inform California Online Public Schools of any changes to address, name or enrollment status should it be made aware of from any other party other than the school directly.

15. As a virtual provider, it is not required that Community Therapy Services participate in any health related trainings or activities, i.e. Blood-Borne Pathogen training or medication administration.

16. Invoices shall be submitted no later than (45) days after the end of the attendance accounting period in which the services were rendered opposed to the contract stipulations of no later than (30) days.

17. California Online Public Schools assumes responsibility for the communication and monitoring of proper student/parent attendance/supervision during instructional time with the providers. If improper attendance/supervision is deemed an issue by the provider, Community Therapy Services should notify California Online Public Schools immediately for follow-up.

Either party may terminate the Master Contract without cause given 20 days prior written notice.

The parties reaffirm no other terms or conditions of the above mentioned original contract not hereby otherwise modified or amended shall be negated or changed as a result of this here stated addendum.

DocuSigned by:
Signature: Melanie Criss
9D0CBC1EF8ZA492...
Printed Name: Melanie Criss
Title: Owner
Company: Community Therapy Services
Dated: 8/27/2023

DocuSigned by:
Signature: LaChelle Carter
225447359B3E4C8...
Printed Name: LaChelle Carter
Title: Director of Finance
Company: California Online Public Schools
Dated: 8/28/2023

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Cornerstone educational solutions

Nonpublic School/Agency

By: DocuSigned by: Christy Brock 8/15/2023
6DC515B9F3D4483...
Signature **Date**

Christy Bock/ owner

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 8/15/2023
223447359B3E4C6...
Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Christy Bock, owner	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Cornerstone educational solutions	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
5434 Hellman ave	33272 Valle Road
Address	**Address**
Alta loma Ca 91737	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
909-239-9061 9092399062	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
Christy@cornerstoneeducationalsolutions.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Cornerstone Educational Solutions
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)	180.00	Hour
Counseling and Guidance (515)	180.00	Hour
Parent Counseling (520)	180.00	Hour
Social Work Services (525)		
Psychological Services (530)	180.00	Hour
Behavior Intervention Services (535)	180.00	Hour
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Psych Assessment (initial,tri,ERMHS,FBA)**	**1900.00**	**Flat Fee**
Other (no code) **Attendance and other Psych related hourly needs**	**180.00**	**Hour**

See next page for more details on 2023-24 specific rates

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS CB
Initial



CORNERSTONE
EDUCATIONAL SOLUTIONS
unlocking student success

christy@cornerstoneeducationalsolutions.com
admin@cornerstoneeducationalsolutions.com
909-239-9061

2023-2024 Cornerstone Rate Sheet

Available Evaluations- including specified testing, report and IEP Meeting (SPED CODES)

• **Psychoeducational Evaluation** (900)- Virtual (Cognitive, processing, social-emotional and any other area of suspected disability)	$1800.00
• **Psychoeducational Evaluation** (900)- - In-Person	$1900.00
• **ERMHS Counseling Evaluation** (900)- - (Targeted evaluation targeting social-emotional concerns with the determination of SPED counseling supports)	$1900.00
• **FBA Evaluation** (900)- - (Functional Behavioral Analysis to determine the function of a Students behavior)	$1900.00
• **Independent Educational Evaluation (IEE)-** (Performed by Licensed Educational Psychologists in Psych, Neuropsych, ERMHS, FBA)	SELPA Rates
• **Individual** (510)/ **Group** (515)/ **Parent** (520) **Counseling Support** (Performed by Educational Psychologists)	$180.00 Per Hour
• **Behavioral Intervention Support** (535)- **BCBA**	$180.00 Per Hour
• **Psych Support** (530) (hourly psych needs)	$180.00 Per Hour
• **Mileage Reimbursement**	Federal Rate

Additional Evaluations Available Upon Request

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on **August 31, 2023** and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Effectual Educational Consulting Services	**California Online Public Schools**
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Mark Hopkins 521C4978BAFE457... 8/25/2023	**By:** DocuSigned by: LaChelle Carter 22344735983E4C6... 8/25/2023
Signature **Date**	**Signature** **Date**
President	**LaChelle Carter, Director of Finance**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Mark Hopkins	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Effectual Educational Consulting Services	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
23120 Alicia Parkway	33272 Valle Road
Address	**Address**
Mission Viejo ca 92692	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
661 400 1407 (866) 801-4198	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
mhopkins@eecsspedservices.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Effectual Educational Consulting Services (EECS)**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	120	Hour
Language and Speech (415)	130	Hour
Adapted Physical Education (425)	110	Hour
Health and Nursing: Specialized Physical Health Care (435)	110	Hour
Health and Nursing: Other Services (436)	110	Hour
Assistive Technology Services (445)	118	Hour
Occupational Therapy (450)	130	Hour
Physical Therapy (460)	160	Hour
Individual Counseling (510)	100	Hour
Counseling and Guidance (515)	100	Hour
Parent Counseling (520)	100	Hour
Social Work Services (525)	100	Hour
Psychological Services (530)	110	Hour
Behavior Intervention Services (535)	100	Hour
Specialized Services for Low Incidence Disabilities (610)	110	Hour
Specialized Deaf and Hard of Hearing (710)	110	Hour
Interpreter Services (715)	110	Hour
Audiological Services (720)	118	Hour

Specialized Vision Services (725)	120	Hour
Orientation and Mobility (730)	120	Hour
Specialized Orthopedic Services (740)	120	Hour
Reader Services (745)	100	Hour
Transcription Services (755)	110	Hour
Recreation Services, Including Therapeutic (760)	110	Hour
College Awareness (820)	100	Hour
Work Experience Education (850)	100	Hour
Job Coaching (855)	100	Hour
Mentoring (860)	100	Hour
Travel Training (870)	100	Hour
Other Transition Services (890)	100	Hour
Other (900) **Mileage for credentialed NPA staff** Only mileage greater than 30 miles from the locationand has been pre approved	**Current IRS Rates**	**Mile**
Other (no code)		

See next page for additional 2023-24 RATE Info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS MH

Initial

August 31, 2023 and September 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS MH

Initial

Mental Health and Behavior Services FTE (.25 FTE) $850.00 per week

Mental Health and Behavior Services to equate to .25 FTE. These services will be designated to California Online Public School's students for the 2023-2024 school year at a flat rate of $850.00 per week for up to 6 students.

Mental Health and Behavior Services FTE (1.00 FTE) $3,400.00 per week

Mental Health and Behavior Services to equate to 1.00 FTE. These services will be designated to California Online Public School's students for the 2023-2024 school year at a flat rate of $3,400.00 per week for up to 24 students.

Case Manager/Special Education Teacher Services under the following terms:

1. The case manager assigned to CalOPS will be full time, but not to exceed 40 hours per week.
2. The case manager assigned will be appropriately credentialed in accordance with California regulations for this assignment.
3. The assigned case manager will work all scheduled academic days of the CalCA calendar while under contract
4. The assigned case manager will have a minimum of 28 students assigned, and will have a maximum cap of 32 students at any one time.
5. If the minimum number of students on the caseload drops below the minimum for more than 5 school days, the parties agree to meet and confer about a pro-rated billing amount, a reduction in hours, or other plans to accommodate the reduced student load
6. The assigned case manager is responsible for tasks that a CalCA Special Education teacher would normally do, including, but not limited to:

a. Scheduling and delivering specialized academic instruction minutes to students on assigned on the case load in accordance with their IEPs
b. Weekly contacts with all families on the caseload
c. Logging student participation and all synchronous contacts per CalOPS protocols
d. IEP related duties, including but not limited to writing elements of the IEP, scheduling IEP meetings, contributing to IEP meetings, obtaining signatures on IEPs, etc.
e. SEIS related duties, including but not limited to maintaining student IEP and associated documents in SEIS, correcting SEIS errors, following CalCA SEIS protocols, etc.
f. Being responsive to CalCA staff, parents and students using a variety of communication methods, including phone, email, webmail, text, etc. with an expected response time of less than 72 hours, with 24 hours being the norm
g. Other duties as assigned

For the services listed above, EECS will charge $70.00 (seventy dollars) per hour and will invoice for these services at least monthly. EECS agrees to follow CalOPS protocols regarding billing based on which CalCA school the assigned students are enrolled in.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 31, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
El Paseo Children's Center Inc	California Online Public Schools
Nonpublic School/Agency	LEA Name
By: DocuSigned by: 702C0223BAEC4D2... 8/9/2023	By: DocuSigned by: LaChelle Carter 22344735983E4C0... 8/9/2023
Signature Date	Signature Date
Brent Cooper, CEO	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Brent Cooper, CEO	LaChelle Carter, Director of Finance
Name and Title El Paseo Children's Center, Inc.	Name and Title California Online Public Schools
Nonpublic School/Agency/Related Service Provider 74075 El Paseo Dr, Suite A2B	LEA 33272 Valle Road
Address Palm Desert CA 92260	Address San Juan Capistrano CA 92675
City State Zip 760-342-4900 760-342-0499	City State Zip (410) 949-0368 (949) 240-7895
Phone Fax b.cooper@elpaseostaffing.com	Phone Fax lacarter@calca.connectionsacademy.org
Email	Email

Additional LEA Notification
(Required if completed)

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **El Paseo Children's Center, Inc.**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	$90	Hour
Language and Speech (415)	$110	Hour
Adapted Physical Education (425)	$110	Hour
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)	$110	Hour
Assistive Technology Services (445)	$120	Hour
Occupational Therapy (450)	$110	Hour
Physical Therapy (460)	$110	Hour
Individual Counseling (510)	$100	Hour
Counseling and Guidance (515)	$95	Hour/Per student
Parent Counseling (520)	$120	Hour
Social Work Services (525)	$110	Hour
Psychological Services (530)	$110	Hour
Behavior Intervention Services (535)	$110	Hour
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)	$110	Hour
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)	$110	Hour
Orientation and Mobility (730)	$110	Hour
Specialized Orthopedic Services (740)	$110	Hour
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Psychoeducational Assessment**	$1,950	Flat Fee
Other (no code) **Record Review**	$750	Flat Fee

See next page for additional 2023-2024 rate info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS BL
Initial

August 31, 2023 and September 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS BL
Initial

Powered by BoardOnTrack

Other (900):	
Nurse Assessment Plus travel hourly rate and mileage	$ 500.00 flat rate
Modified Psychoeducational Assessment/EROR (Enhanced Review of Record)	$1,250.00 flat rate
ERMHS (Educationally Related Mental Health Services) Assessment	$1,950.00 flat rate
FBA (Functional Behavioral Assessment)	$1,950.00 flat rate
AT (Assistive Technology) Assessment	$1,783.00 flat rate
AAC (Assessment Augmentative and Alternative Communication) Assessment	$1,783.00 flat rate
Manifestation Determination	$750.00 flat rate
IEP/Staff Meetings/Staffing	$100.00 per hour

Specialized Deaf and Hard of Hearing Services (710): Auditory Services Therapy by LSLS/AVT (Listening and Spoken Language Specialist/Auditory-Verbal Therapist) Diana Cadigan, DHH Specialist, specifically to ST 3623391	$175.00 per hour

No Show (Plus mileage if applicable)	
- Rate is half of the service rate or IEP rate	
- Assessment No Show	$90.00 flat rate

Travel:	Current IRS Mileage Rates

- In-person services include travel time at the identified service rate in addition to travel mileage based on the current IRS rates.

- Services delivered that are less than 60 minutes will be billed the full hourly rate.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 31, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Every special child

Nonpublic School/Agency

By: DocuSigned by: Huma Thekedar 8/4/2023
D8FECB5B62374B8...
Signature **Date**

08/04/2023

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 8/4/2023
22344735983E4C6...
Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Huma Thekedar	LaChelle Carter, Director of Finance
Name and Title Huma Thekedar, President	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider Every Special Child	**LEA** 33272 Valle Road
Address Middlesex county Metuchen 288 Durham ave	**Address** San Juan Capistrano CA 92675
City **State** **Zip** New jersey 08840	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** 3234761463	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Every Special Child LLC
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340): (3)Paraprofessional/Educators	45.00	Hour
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS

Initial

August 31, 2023 and September 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS

Initial

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Expatiate Communications

Nonpublic School/Agency

DocuSigned by:
By: Arjun kushwaha 8/31/2023
0EE20EFC547443E...
Signature **Date**

Arjun kushwaha Director

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

DocuSigned by:
By: LaChelle Carter 8/30/2023
22344735983E4C6...
Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Mansi Bhatia, VP Operations	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Expatiate Communications	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
215 N Marengo Ave	33272 Valle Road
Address	**Address**
Pasadena CA 91101	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
(844) 387-5836 (310) 694-9429	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
mansi.bhatia@excomweb.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Expatiate Communications
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	107.00	Hour
Language and Speech (415)	145.00	Hour
Adapted Physical Education (425)	150.00	Hour
Health and Nursing: Specialized Physical Health Care (435)	145.00	Hour
Health and Nursing: Other Services (436)	145.00	Hour
Assistive Technology Services (445)	150.00	Hour
Occupational Therapy (450)	150.00	Hour
Physical Therapy (460)	145.00	Hour
Individual Counseling (510)	107.00	Hour
Counseling and Guidance (515)	107.00	Hour
Parent Counseling (520)	107.00	Hour
Social Work Services (525)	107.00	Hour
Psychological Services (530)	105.00	Hour
Behavior Intervention Services (535)	107.00	Hour
Specialized Services for Low Incidence Disabilities (610)	150.00	Hour
Specialized Deaf and Hard of Hearing (710)	150.00	Hour
Interpreter Services (715)	150.00	Hour
Audiological Services (720)	150.00	Hour

Specialized Vision Services (725)	150.00	
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)	150.00	
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Assessments**	4,900.00	**Flat rate**
Other (no code) **Resource Teacher (RSP)**	78.00	**Hour**

See next page for additional 2023-24 Rate info.

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
Initial

Expatiate will provide complimentary (one-time enrollment and annual CRCS fee apply) FFS billing services to LEA when managing one of more disciplines for compliance, documentation and OAH legal defense. Separate contract required for billing.

COMPLIMENTARY SERVICES (Up to 2 hours/month delivered via Webex, Email and Phone Support)
- only available with block service options with advanced purchase

- SPED Program Consultation and Support by former LACOE, LAUSD, District Directors
- CASEMIS Compliance
- APR/PIR Indicators
- Web- Based Professional Development
- CDE Complaint Support
- OAH Due Process Support (Legal Services are charged separately unless statedotherwise)
- Hard IEPs or Attorney involved IEP Support- Alternate Dispute Resolution
- CDE/SELPA Compliance
- RTI2/MTSS Support

Expatiate Communications does not provide hourly services to any non-program client. All hourly costs are valid only for current program partners for occasional use on an as needed basis.

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CALIFORNIA CONNECTIONS ACADEMY

Transportation Contract
(with Parents/Guardians)

School Year: 2023-2024

The IEP team for **Jayden Gaines** has agreed that transportation to/from a school location must be provided to implement the student's IEP. Therefore, a contract for transportation services is needed. The type of transportation being provided is:

☐ Personal vehicle with family member transporting student
Description of vehicle(s) to be used: Make **Chevrolet**
Year & Model **2018 Equinox**
Plate Number **9AZK745**

☐ Ride service
Details of ride service: **EverDriven Technologies, LLC**

☐ Public Transportation
Details of public transportation: _____

☐ Other: _____

It is agreed that **California Online Public Schools, dba California Connections Academy** (LEA) and **Mr. Gabirel Gaines and/or Mrs. Yessenia Gaines** (Parents/Guardians) enter into this contract for the transportation of **Jayden Gaines** to and from **25281 Van Leuven Street, Apt. 131E, Loma Linda, CA 92354-2218** (Home) to **California School for the Deaf, Riverside (CSDR)** at **3044 Horace Street, Riverside, CA, 92506** (School and School Address).

Contract terms: commence **September 5, 2023** and end **June 20, 2024.** If the student is no longer attending **CSDR**, the contract is terminated, effective as of the date the student withdraws from **CSDR**.

The parents/guardians must provide a certificate of insurance indicating that the policy is current and a copy of their current driver's license(s). Auto liability insurance coverage requirements should include the following amounts of coverage: $100,000/$300,000 Bodily Injury, $50,000 Property Damage, or $300,000 Combined Single Limit of Liability, Uninsured Motorists coverage, and Medical Payment coverage of not less than $5,000. If the insurance policy and/or driver's license(s) expire during the contract term, the parents/guardians must provide LEA the most current policy and/or license(s).

The responsibility of the LEA for transportation shall be limited to the regular school term. In addition, since reimbursement is based on a rate per mile, the maximum distance per round trip shall be limited to the actual mileage. The roundtrip mileage for this service shall not exceed 35 miles per day.

For the term of this agreement, reimbursement shall be paid at the current IRS rate per mile based on school days attended. The rate for year **2023** is **$0.655** per mile. The estimated daily trip rate for a round trip is **28 miles** or **$18.34**. This number of trips per calendar month

submitted must be verified with monthly attendance reports provided to the LEA by **California School for the Deaf, Riverside (CSDR)**. Each reimbursement request should consist of the number of days in the month the student was transported to/from the school location and the mileage/distance driven.

Requests for reimbursement are to be submitted as follows: monthly, via email: Sped-Finance@californiaops.org. The parents/guardians must submit their request within 30 days after the end of each month during the academic year. The LEA will reimburse the parents/guardians within 45 days after receiving and approving the request.

Either party can cancel the contract by giving 30 days written notice.

Signatures indicating approval of the above terms below.

APPROVED BY:

PARENTS/GUARDIANS:	CALIFORNIA ONLINE PUBLIC SCHOOLS DBA CALIFORNIA CONNECTIONS ACADEMY:
DocuSigned by: 438832AC1E0A4E7...	DocuSigned by: LaChelle Carter 22344735983E4C6...
Signature	Signature
Yessenia Gaines	**LaChelle Carter, Director of Finance**
Printed Name	Printed Name
9/7/2023	9/7/2023
Date	Date
09/07/2023	**lacarter@calca.connectionsacademy.org**
Email address	Email address

Checklist for contract:

- Executed contract
- Copy of current driver's license(s) showing expiration date
- Copy of current vehicle(s) insurance showing expiration date
- Academic calendar for school of placement
- Mileage map showing estimated one way or round trip mileage and both addresses

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Pearson Virtual Schools, LiveSpeech

Nonpublic School/Agency

By: DocuSigned by: David Potts 8/28/2023
872B1884AE2C421...
Signature **Date**

Service Delivery Partner Lead

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 8/28/2023
22344735983E4C6...
Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
David Potts Service Delivery Partner Lead	LaChelle Carter, Director of Finance
Name and Title Pearson Virtual Schools	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider 509 Exeter St 2nd Floor	**LEA** 33272 Valle Road
Address Baltimore MD 21202	**Address** San Juan Capistrano CA 92675
City **State** **Zip** 7174131783 1-866-682-7284	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** david.potts@pearson.com	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

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EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **LiveSpeech (Connections Education LLC dba Pearson Online & Blended Learning K-12**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	290.00	Per Month, Per ST
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Initial Set-up Fee (Includes webcam and shipment)**	**60.00**	**Per ST,Per Year**
Other (no code) **Assessment (Initial evaluation and Re-evaluation)**	**350.00**	**Per student, Per Assessment**

See next page for additional 2023-2024 rate info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
DP
Initial

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Language and Speech (415): Consulting Services	- 95.00 per hour, per student
Language and Speech (415): Group Speech Therapy	- 240.00 per month, per student
Language and Speech (415): Individual Speech Therapy	- 290.00 per month, per student
Other (900): Case Management	- 80.00 per month, per student
Other (900): Progress Notes	- 24.00 per occurrence
Other (900): Screenings	- 95.00 per screening, per student
Other (900): Extended School Year (ESY)**	- 95.00 per student, per hour
Other (900): Other services as needed*	- 95.00 per hour, per student

* May include SLP's time for a variety of possible services, including records review, participation in IEP meetings, working with advocates/attorneys, etc.

** If ESY services are deemed necessary by a student's IEP team, no shows or cancellations with less than 24 hours' notice will be billed at 25% of the ESY hourly rate or 23.75 per student, per hour.

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 31, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Oxford Consulting Services, Inc.	California Online Public Schools
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Christina Russi C79AA65C2D84420... 8/16/2023	**By:** DocuSigned by: LaChelle Carter 22344735983E4C6... 8/16/2023
Signature **Date**	**Signature** **Date**
Christina Russi	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Christina Russi, Director Clinical Operations and Growth	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Oxford Consulting Services, Inc.	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
28202 Cabot Road Suite 300	33272 Valle Road
Address	**Address**
Laguna niguel CA 92677	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
949-596-9125 (732)761-8404	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
crussi@oxfordconsulting.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

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DocuSign Envelope ID: 3C85081B-73F0-43CF-BBA8-52F6CD650116

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Oxford Consulting Services, Inc.**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340) Paraprofessional/Ed Specialist	50.00/75.00	Hour
Language and Speech (415) Individual / Group (2-4)	107.00/175.00	Hour
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)	85.00	Hour
Health and Nursing: Other Services (436)	85.00	Hour
Assistive Technology Services (445)	108.00	Hour
Occupational Therapy (450)	107.00	Hour
Physical Therapy (460)	108.00	Hour
Individual Counseling (510)	108.00	Hour
Counseling and Guidance (515)	107.00	Hour
Parent Counseling (520)	107.00	Hour
Social Work Services (525)		
Psychological Services (530)	107.00	Hour
Behavior Intervention Services (535) ABA per 3051.23	68.00/125.00	Hour
Behavior Intervention Services (535): BCBA or qualified Personnel		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)	80.00	Hour
Interpreter Services (715)		
Audiological Services (720)		

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DocuSign Envelope ID: 3C85081B-73F0-43CF-BBA8-52F6CD650116

Specialized Vision Services (725)		
Orientation and Mobility (730)	110.00	Hour
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Full Psychoeducational Evaluation**	1,350.00	Flat Rate
Other (no code) **Review of Records (All Disciplines)**	Providers Hrly Rate	

See next page for additonal 2023-24 Rate info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS CR
Initial

August 31, 2023 and September 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be use for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per Hour.

DS CR
Initial

Vocational Ed., Career Development (830)	- 75.00 per hour
Other (900) : Additional Evaluation Services	
- FBA Evaluation	- 1,450.00 flat rate
- ERMHS Evaluation	- 1,450.00 flat rate
- Cognitive Evaluation	- 900.00 flat rate
- Speech, Occupational, Physical Therapy Evaluation	- 600.00 flat rate
- Deaf and Hard of Hearing Evaluation	- 500.00 flat rate
- Orientation and Mobility Evaluation	- 550.00 flat rate
- Assistive Technology Evaluation	- 600.00 flat rate
- Assistive Technology with AAC Evaluation	- 750.00 flat rate
Other (900) : Additional Services	
- Student Onboarding (one-time charge of 60 minutes)	- Billable at the provider's hourly rate
- IEP preparation/attendance	
Indirect Services:	- Billable at the provider's hourly rate
- Progress Reporting (30 minutes)	
- Parent/Teacher Consultation	

Other(900): Translation Services

-Written- Spanish	75.00 per Hour
-Verbal-Spanish	110.00 per Hour
-Verbal- Other Language	110.00 per Hour
-ASL- Video Remote Translation	110.00 Per Hour
No show/Late cancellation-Less than hours.	-Billable at the provider's hourly rate
Mileage (In person service requiring travel)	-Current IRS Rates

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
PATHWAYS 2 Speech	California Online Public Schools
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Mary Clemons F773B636FA2949C... 8/7/2023	**By:** DocuSigned by: LaChelle Carter 223447359B3E4C6... 8/7/2023
Signature **Date**	**Signature** **Date**
Mary Clemons MACCC-SLPLSLSCertAVTCo-Owner	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Mary Clemons, Co-Owner	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Pathways 2 Speech	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
2103 S El Camino Real Suite 202	33272 Valle Road
Address	**Address**
Oceanside CA 92054	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
(760) 518-8563 None	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
pathways2speech@me.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

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EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Pathways 2 Speech
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	150.00	hour or any portion
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900): **Goal Development and IEP Writing for Annual Reviews**	**150.00**	**hour**
Other (900): **IEE and Triennial Assessment**	**1,500.00**	**per eval up to 20 hrs.**

See next page for additional 2023-24 rate info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS ML
Initial

IEE (Independent Educational Evaluation) and Triennial Assessment: Accepts IEE contracts on an individual basis based on availability. Triennial contracts for existing PATHWAYS students will be accepted but additional Triennial evaluations will be accepted based on availability. Rate is per evaluation including administration, analysis, report writing, and proposed goal development.

Other (900): **IEP Attendance (via phone or live)** - **150.00 per hour or any portion thereof**
If distance is 30 miles or more, there is a minimum fee of 3 hours.

Other (900): **Mileage (Round Trip)** - **Current IRS Rates**
If therapist has availability to travel.

Language and Speech (415):
- **AVT (Auditory Verbal Therapy)** - **150.00 per hour or any portion thereof**
- **Teletherapy** - **150.00 per hour or any portion thereof**
- **AVT Consultation** - **150.00 per hour or any portion thereof**

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
PATHWAYS 2 Speech	California Online Public Schools
Nonpublic School/Agency	LEA Name
By: Mary Clemons 8/7/2023 (DocuSigned by: F773B636FA2949C...)	By: LaChelle Carter 8/7/2023 (DocuSigned by: 22344735983E4C6...)
Signature Date	Signature Date
Mary Clemons MACCC-SLPLSLSCertAVTCo-Owner	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Mary Clemons, Co-Owner	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Pathways 2 Speech	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
2103 S El Camino Real Suite 202	33272 Valle Road
Address	**Address**
Oceanside CA 92054	San Juan Capistrano CA 92675
City State Zip	**City State Zip**
(760) 518-8563 None	(410) 949-0368 (949) 240-7895
Phone Fax	**Phone Fax**
pathways2speech@me.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City State Zip
Phone Fax
Email

DocuSign Envelope ID: FF995A70-7567-4AAA-B691-7D7275D5B5C3

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Pathways 2 Speech
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	150.00	hour or any portion
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900): Goal Development and IEP Writing for Annual Reviews	150.00	hour
Other (900): IEE and Triennial Assessment	1,500.00	per eval up to 20 hrs.

See next page for additional 2023-24 rate info

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
MC
Initial

DocuSign Envelope ID: FF995A70-7567-4AAA-B691-7D7275D5B5C3

IEE (Independent Educational Evaluation) and Triennial Assessment: Accepts IEE contracts on an individual basis based on availability. Triennial contracts for existing PATHWAYS students will be accepted but additional Triennial evaluations will be accepted based on availability. Rate is per evaluation including administration, analysis, report writing, and proposed goal development.

Other (900): **IEP Attendance (via phone or live)** - **150.00 per hour or any portion thereof**
If distance is 30 miles or more, there is a minimum fee of 3 hours.

Other (900): **Mileage (Round Trip)** - **Current IRS Rates**
If therapist has availability to travel.

Language and Speech (415):
- **AVT (Auditory Verbal Therapy)** - **150.00 per hour or any portion thereof**
- **Teletherapy** - **150.00 per hour or any portion thereof**
- **AVT Consultation** - **150.00 per hour or any portion thereof**

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Professional Tutors of America, Inc

Nonpublic School/Agency

By: DocuSigned by: Robert Gordon D9DDE9E17C0C40D... 8/4/2023

Signature **Date**

Robert Gordon, CEO

Name and Title of Authorized Representative

LEA

California Online Public Schools

LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C0... 8/4/2023

Signature **Date**

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Professional Tutors of America, Inc	LaChelle Carter, Director of Finance
Name and Title Robert Gordon, CEO	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider 3350 E Birch St, Suite 201	**LEA** 33272 Valle Road
Address Brea CA 92821	**Address** San Juan Capistrano CA 92675
City **State** **Zip** Brea 92821	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** 714-784-3454	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Professional Tutors of America, Inc.
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	90.00	hour
Language and Speech (415)	135.00	hour
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)	135.00	hour
Physical Therapy (460)		
Individual Counseling (510)	135.00	hour
Counseling and Guidance (515)	135.00	hour
Parent Counseling (520)	135.00	hour
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)	135.00	hour
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

DocuSign Envelope ID: 2611121F-721F-4D17-A8E6-9A3BE0123113

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890): Career Development, Transition :Vocational Education &	100.00	hour
Other (900)		
Other (900): **See next page for additional 2023-2024 rate info**		

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS PTOAU
Initial

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Other Terms:

1. Minimum session of one hour - Services delivered that are less than one hour will be billed the full hourly rate.
2. Attendance to IEP meetings will also be billed according to the hourly rate of the service.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Specialized Therapy Services, Inc.
Nonpublic School/Agency

By: DocuSigned by: [signature] D270FCF1B0934A5... 6/5/2023
Signature **Date**

Steve Oas, Director
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C8... 6/6/2023
Signature **Date**

LaChelle Carter Director of Finance
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Steve Oas, Director **Name and Title**	LaChelle Carter, Director of Finance **Name and Title**
Specialized Therapy Services, Inc. **Nonpublic School/Agency/Related Service Provider**	California Online Public Schools **LEA**
4204A Adams Avenue **Address**	33272 Valle Rd **Address**
San Diego CA 92116 **City** **State** **Zip**	n/a **City** **State** **Zip**
(619) 431-5049 (866) 353-7829 **Phone** **Fax**	San Juan Capistrano CA 92675 **Phone** **Fax**
steve@theoascenter.com **Email**	419490368 **Email**

Accounts Payable Contact(s)

See Above

Name and Title
CalCa Finance

Email
Calca-finance@calca.connectionsacademy.org

Name and Title

Email

Name and Title

Email

Exhibit A: 2023 - 2024 – California Connections Academy
Contractor Number 1A-37-106

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
Total LEA enrollment may not exceed _____

Code	Session Type	Cost	Period
425	APE: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	$90.00	Hourly
425	APE: Drive Time (as approved by LEA Admin)	$90.00	Hourly
445	AT: Assessment, Direct Service, Training, Prep/Plan Consult (Per IEP)	$125.00	Hourly
445	AT: Drive Time (as approved by LEA Admin)	$125.00	Hourly
720	Audiology: Assessment, Hourly, Direct Service, IEP Meeting, Prep/Plan	$185.00	Hourly
720	Audiology: Drive Time (as approved by LEA Admin)	$185.00	Hourly
535	Behavior Intervention Services: Assessment, Consult (per IEP), Direct Service, IEP Meeting, Supervision, Prep/Plan, Training	$130.00	Hourly
535	Behavior Intervention Services: Drive Time (as approved by LEA Admin)	$130.00	Hourly
535	Behavior Technician: Direct Service, Prep/Plan, Training	$75.00	Hourly
535	Behavior Technician: Drive Time	$75.00	Hourly
710	DHH: Assessment, Direct Service, IEP Meeting, Prep/Plan	$115.00	Hourly
710	DHH: Drive Time (as approved by LEA Admin)	$115.00	Hourly
510/515 520/525 530	ERMHS 510, 515, 520, 525, 530: Direct Individual/Group, Hourly, IEP Meeting, Prep/Plan, Training, Consult (per IEP)	$105.00	Hourly
510/515 520/525 530	ERMHS 510, 515, 520, 525, 530 Bilingual: Direct Individual/Group, Hourly, IEP Meeting, Prep/Plan, Training, Consult (per IEP) & Drive Time (as approved by LEA Admin)	$125.00	Hourly
510	ERMHS: Assessment Flat Rate	$1,350.00	Assessment
510	ERMHS Bilingual: Assessment Flat Rate	$1,600.00	Assessment
All ERMHS	ERMHS: Drive Time (as approved by LEA Admin)	$105.00	Hourly
340	Instructional Assistant: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	$45.00	Hourly
340	Instructional Assistant: Drive Time (as approved by LEA Admin)	$45.00	Hourly
900	Music Therapy: Direct Service, IEP Meeting, Prep/Plan, Assessment	$100.00	Hourly
900	Music Therapy: Drive Time (as approved by LEA Admin)	$100.00	Hourly
435/436	Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	$95.00	Hourly
435/436	Nursing Drive Time (as approved by LEA Admin)	$95.00	Hourly
435/436	LVN Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	$51.50	Hourly
435/436	LVN Nursing: Drive Time (as approved by LEA Admin)	$51.50	Hourly
435/436	CNA Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	$40.00	Hourly
435/436	CNA Nursing: Drive Time (as approved by LEA Admin)	$40.00	Hourly

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730	O&M: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	$135.00	Hourly
730	O&M: Drive Time (as approved by LEA Admin)	$135.00	Hourly
740	OI: Assessment, Direct Service, IEP Meeting, Prep/Plan	$125.00	Hourly
740	OI: Drive Time (as approved by LEA Admin)	$125.00	Hourly
450	OT: Assessment, Direct Service Individual/group, Prep/Plan, IEP Meeting, Consult (per IEP)	$100.00	Hourly
450	OT: Drive Time (as approved by LEA Admin)	$100.00	Hourly
450	OT Assistant: Direct Individual/Group, Prep/Plan	$87.50	Hourly
450	OT Assistant: Drive Time (as approved by LEA Admin)	$87.50	Hourly
530	Psych: Neuro Psych Assessment	$5,500.00	Assessment
530	Psych: Neuro Psych IEP	$125.00	Hourly
530	Psych: Psych Assessment	$1,350.00	Assessment
530	Psych: Psych Assessment with Academics	$1,800.00	Assessment
530	Psych: Psych Assessment with ERMHS	$1,800.00	Assessment
530	Psych: Psych Assessment with ERMHS and Academics	$2,100.00	Assessment
530	Psych: Direct Service, IEP Meeting, Prep/Plan, Consult	$125.00	Hourly
530	Psych Bilingual: Assessment	$1,600.00	Assessment
530	Psych Bilingual: Assessment with Academics	$2,100.00	Assessment
530	Psych Bilingual: Assessment with ERMHS	$2,100.00	Assessment
530	Psych Bilingual: Assessment with ERMHS and Academics	$2,300.00	Assessment
530	Psych Bilingual: Direct Service, IEP Meeting, Prep/Plan	$135.00	Hourly
530	Psych: Drive Time (as approved by LEA Admin)	$125.00	Hourly
530	Psych Bilingual: Drive Time (as approved by LEA Admin)	$135.00	Hourly
460	PT: Assessment, Direct Service, IEP Meeting, Prep/Plan	$115.00	Hourly
460	PT: Drive Time (as approved by LEA Admin)	$115.00	Hourly
330	SAI: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	$85.00	Hourly
330	SAI: Drive Time (as approved by LEA Admin)	$85.00	Hourly
330	SAI Bilingual: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	$95.00	Hourly
330	SAI Bilingual: Drive Time (as approved by LEA Admin)	$95.00	Hourly
	Spec Ed Coordination: IEP Meeting, Consultation, Admin	$125.00	Hourly
	Spec Ed Coordination: Drive Time (as approved by LEA Admin)	$125.00	Hourly
415	Speech: Assessment, Direct Individual/Group, Prep/Plan, Consult (per IEP)	$100.00	Hourly
415	Speech: Drive Time (as approved by LEA Admin)	$100.00	Hourly
415	Speech Assistant: Assessment, Prep/Plan, Direct Individual/Group, Consult (per IEP)	$80.00	Hourly
415	Speech Assistant: Drive Time (as approved by LEA Admin)	$80.00	Hourly
415	Speech Bilingual: Assessment, Prep/Plan, Direct Individual/Group, Consult (per IEP)	$110.00	Hourly
415	Speech Bilingual: Drive Time (as approved by LEA Admin)	$110.00	Hourly
725	Vision Itinerant: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (Per IEP)	$135.00	Hourly
725	Vision Itinerant: Drive Time (as approved by LEA Admin)	$135.00	Hourly
900	VT: Assessment – Flat Rate	$1000.00	Assessment
900	VT: Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	$230.00	Session

Appendix A:

A. Should LEA wish to hire an STS employee assigned to the LEA, LEA may do so without a fee after the completion of the contracted school year period. Should the LEA elect to hire the employee before the completion of the period a conversion fee will be paid to STS in the form of: Full-time (employees working 30-hours or more per week for STS) provider: $2,500, and Part-time (employees working less than 30-hours per week for STS) provider: $1,250.

B. Payment for missed sessions when provider confirmed attendance prior to arrival to the school, this includes Psychological Assessments.

C. Minimum 2-hours of service time to be paid to providers when on campus to provide services or attend meetings.

D. For charters with more than one location the travel time between schools is billable.

E. Services provided per hour also include IEP meeting/preparation/participation, scheduling, session planning, SEIS service tracker reporting and consultation to staff/parents as approved by the school administration. Certain services may require session set up and break down (example: APE may need to create a specific sporting program on campus) this is billable. Provider time spend waiting or finding a location to provide services while on campus.

F. Parking: If providers are required to pay for parking when on campus for services, the parking fees are reimbursable by the charter school.

G. Billable Administrative Costs: When providers are asked by the school/LEA to perform administrative duties including but not limited to: Creating PWN, meeting notices, CALPADS reporting, Behavior Plans, Manifestation Determination Meetings, Threat Assessments, AT Device programing, SCIA reporting/training.

H. Mileage will be paid at $0.655 cents per mile or hourly for distances greater than 20-minutes from provider origination with prior approval from LEA.

I. Independent Study/Home School Charter programs: Providers can get reimbursed for sessions cancelled with less than 24-hours' notice.

CONTRACTOR

Specialized Therapy Services, Inc.
Nonpublic School/Agency

DocuSigned by:
[redacted] 6/5/2023
D270FCF1B0934A5...
Signature Date

Steve Oas, Director
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

DocuSigned by:
LaChelle Carter 6/6/2023
22344735983E4C6...
Signature Date

LaChelle Carter Director of Finance
Name and Title of Authorized Representative

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 31, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Stanford Youth Solutions	California Online Public Schools
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Laura Heintz D861D517E0F2488... 8/4/2023	**By:** DocuSigned by: LaChelle Carter 22344735983E4C6... 8/4/2023
Signature **Date**	**Signature** **Date**
Laura Heintz, CEO	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Jovina Neves, CFO	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Stanford Youth Solutions	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
8912 Volunteer Lane	33272 Valle Road
Address	**Address**
Sacramento CA 95826	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
916-344-0199 916-344-0196	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
jneves@ssyaf.org	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

DocuSign Envelope ID: 0FDD680D-F545-4E31-92E6-6B72C1732136

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Stanford Youth Solutions DBA Stanford Sierra Youth & Families**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)	**11,550**	**week**
Counseling and Guidance (515)	**11,550**	**week**
Parent Counseling (520)	**11,550**	**week**
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

Hourly Rate of $110 for 105 hours per week totaling $11,550 per week. To be invoiced monthly.

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS LA
Initial

August 31, 2023 and September 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS LA
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MEMORANDUM OR UNDERSTANDING (MOU)

Between

Stanford Youth Solutions DBA Stanford Sierra Youth & Families

And

CA Connections Academy

I.PURPOSE AND SCOPE

The goal and purpose of this collaboration is for Stanford Youth Solutions DBA Stanford Sierra Youth & Families (Agency) to provide an LGBTQ+ support group to the identified students of CA Connections Academy (Contractor Entity).

II.AGENCY RESPONSIBILITY UNDER THIS MOU

The Agency shall undertake the following activities:

- Provide a facilitator with lived experience.
- Conduct 35 groups during the 23-24 school year.
- Utilize 35 hours for preparatory time for the group during the 23-24 school year.

III.CONTRACTOR ENTITY RESPONSIBILITY UNDER THIS MOU

CA Connections shall undertake the following activities:

- **Refer students to the group.**
- **Inform the Agency of any changes needed to the group process, schedule, or any other factors that would impact conducting the group.**

IV.FUNDING

CA Connections shall reimburse Agency a total amount of $7,700 (Seven Thousand, Seven Hundred Dollars) for the delivery of group services to include thirty-five one-hour groups and 35 hours of preparatory time at a rate of $110 (One Hundred and Ten Dollars) per hour for the duration of the 2023-2024 school year.

The Agency will submit monthly invoices for the sessions, submitted electronically from the Agency's finance department to CA Connections' finance department: **sped-finance@californiaops.org**

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V.DOCUMENTATION OF SERVICES

Group services will be documented in The Agency's EHR system. The documentation will include the topics discussed and the number of students in the group.

VI.CONFIDENTIALITY

All students who attend the group must have a signed permission slip on file with CA Connections. The permission slip includes limits of confidentiality and group participation requirements. At each group session, a CA Connections staff member will admit students into the group Zoom room individually to ensure that all group attendees have a signed permission slip.

VII.INDEMNIFICATION:

The parties agree to defend, indemnify, and hold one another harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising from the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents, students, or employees.

VIII.IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

This MOU may be amended or supplemented in writing, if the writing is signed by the party obligated under the Memorandum.

VII.EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of the authorized officials, being the CEO of Agency and the Principal of CA Connections Academy. It shall be in force beginning 09/01/2023 and terminate 07/01/2024.

Signatures and dates

Stanford Sierra Youth & Families

DocuSigned by:
Laura Heintz
D801D517E0F2488...

Laura Heintz, Psy.D.
Chief Executive Officer

9/25/2023
Date

CA Connections Academy

DocuSigned by:
Richard Savage
210B58AB4E4C499...

Richard Savage
Superintendent

8/30/2023
Date

DocuSign Envelope ID: 1D3E77B0-6D6F-4BE8-B256-F97AEF8F4C8

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Teamwork Therapies
Nonpublic School/Agency

By: DocuSigned by: Sandhya Padmanabhan 8/21/2023
A531BA145F42444...
Signature **Date**

Sandhya Padmanabhan
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

By: DocuSigned by: LaChelle Carter 8/21/2023
22344735983E4C6...
Signature **Date**

LaChelle Carter, Director of Finance
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Sandhya Padmanabhan	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
Teamwork Therapies	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
632 W 11th Street #119	33272 Valle Road
Address	**Address**
Tracy CA 95376	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
9254706948 (209) 237-2485	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
sandhya.padmanabhan@teamworktherapies.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

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EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Teamwork Therapies
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)	150.00	per 30 min in-home Session
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **No Show less than 24 hours notice**	150.00	Session
Other (no code) **Cancellation with more than 24 hours notice**	Non- Billable	

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS SP
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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
TinyEYE Technologies Corporation	California Online Public Schools
Nonpublic School/Agency	**LEA Name**
By: DocuSigned by: Greg Sutton 19AE4516BE3E459... 8/14/2023	**By:** DocuSigned by: LaChelle Carter 223447359B3E4C0... 8/14/2023
Signature **Date**	**Signature** **Date**
Greg Sutton, CEO of TinyEYE	LaChelle Carter, Director of Finance
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Greg Sutton, CEO of TinyEYE	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
TinyEYE Technologies Corporation	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
109-15 Innovation Blvd	33272 Valle Road
Address	**Address**
Saskatoon SK S7N 2X8	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
877-846-9393 877-647-6410	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
gsutton@tinyeye.com	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

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DocuSign Envelope ID: 01CCE10F-2B1D-4D75-8945-62E7A4106750

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: TinyEYE Technologies Corporation
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	90.95	Hour
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)	90.95	Hour
Physical Therapy (460)		
Individual Counseling (510)		Hour
Counseling and Guidance (515)	115.00	
Parent Counseling (520)	115.00	
Social Work Services (525)	115.00	Hour
Psychological Services (530)	140.00	Hour
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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DocuSign Envelope ID: 01CCE10F-2B1D-4D75-8945-62E7A4106750

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
GS
Initial

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TinyEYE
Therapy Services

Program and Service Description 2023 – 2024

NPA Name: TinyEYE Technologies Corporation

TinyEYE offers therapeutic services in both individual and group settings (up to 3 students). The most common areas that TinyEYE's therapists treat are as follows:

Speech-Language Pathology: auditory verbal therapy, early language development, early literacy development, school-age language, speech development, voice, resonance, stuttering, social and play skills, cultural and linguistic support, augmentative communication, oral motor development and swallowing development.

Occupational Therapy: cognitive skills, sensory skills, fine motor skills (e.g. grasping and effectively manipulating small objects) and gross motor skills (e.g. hand-eye coordination, balance, strength), vocational skills (e.g. self-feeding, using a computer, handwriting, behavioral, sensory processing, coordination), school/parent consultations.

School Counseling: address academic performance, emotional challenges, interpersonal skills/social anxiety, mediate conflict between students and teachers, problem-solving skills, referrals to psychologist as needed, school/parent consultations.

School Social Work: social development, emotional regulation and behavior, development and implementation of behavior management plans, problem-solving skills, school/parent consultations.

As a full-service online therapy provider, TinyEYE therapists collaborate with local SPED teachers and paraprofessionals to offer initial screenings and assessments, direct therapy, and regular progress reports in accordance with each student's IEP. The therapists also facilitate parent-teacher/therapist meetings, and conduct caseload management on an as-needed basis. If requested, and where policy and legislation permit, providing supervision to SLPAs and OTAs may also be considered.

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CA Services and Fees

1.Language and Speech Development and Remediation (5 CCR 3051.1) -

(Speech Therapy Services) LSDR – **proposed at $90.95 per hour for the 2023-2024 School year.**

2.Occupational Therapy Services (5 CCR 3051.6) - **proposed at $90.95 per hour for the 2022-2023 School year**

3.Psychological Services- Assessment and IEP Development - PS (5 CCR 3051.10) - **proposed at $140 per hour for the 2023-2024 School year**

4. Social Worker Services (5 CCR 3051.13) -SW - **proposed at $115.00 per hour for the 2023-2024 School year**

5. Counseling and Guidance Services, including Parent and Group Counselling (5 CCR 3051.9) - CG - **proposed at $115.00 per hour for the 2023-2024 School year**

Absence Clause to be Added:

Compensation

10. In consideration for the Services rendered by the Service Provider as required by this Agreement, the Customer shall pay to the Service Provider compensation as outlined in **Schedule B** or the **Addenda** to this Agreement, plus any applicable sales or service taxes. The compensation will be payable on a monthly basis, while this Agreement is in force.

11. **Absence** - The customer will inform the Service Provider through the TinyEYE Therapy System if (i) school is cancelled due to field trips, assemblies, funerals, or any other planned Interruption to the regular school schedule (ii) session(s) are cancelled due to student absences, Contact Person absences, parent or legal guardian absences. The Customer must provide at least 24 hours of notice to the Service Provider of such interruptions. Without 24 hours' notice, the Service Provider will bill for the scheduled therapy time. However, the Service Provider encourages the customer to utilize the scheduled therapy time by assigning it to a substitute student.

EXHIBIT B: 2023-2024 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on September 5, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade:_____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

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

Parent/Guardian _____ Phone ( ) _____ ( ) _____
(Residence) (Business)

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

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

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

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

B. RELATED SERVICES:

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

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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)							
Other (no code)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

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TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-

TinyEYE Technologies Corporation

(Name of Nonpublic School/Agency)

DocuSigned by:
Greg Sutton 8/14/2023
19AE4516BE3E459...

(Signature) (Date)

Greg Sutton, CEO of TinyEYE

(Name and Title)

-LEA/SELPA-

California Online Public Schools

(Name of LEA/SELPA)

DocuSigned by:
LaChelle Carter 8/14/2023
2234473588 3E4C6...

(Signature) (Date)

LaChelle Carter, Director of Finance

(Name of Superintendent or Authorized Designee)

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DocuSign Envelope ID: B434AD16-0D00-45E9-AE74-AD54AF906602

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on **August 31, 2023** and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

TTC4SUCCESS
Nonpublic School/Agency

By: DocuSigned by: Tasha Arneson FAC621AEEE314B3... 8/30/2023
Signature **Date**

Dr. Tasha Arneson, CEO
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C6... 8/30/2023
Signature **Date**

LaChelle Carter, Director of Finance
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
TTC4SUCCESS	LaChelle Carter, Director of Finance
Name and Title Tasha Arneson, CEO	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider 937 Pearl Drive	**LEA** 33272 Valle Road
Address San Marcos CA 92078	**Address** San Juan Capistrano CA 92675
City **State** **Zip** 951-775-4292 951-379-7900	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** tasha@ttc4success.com	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

DocuSign Envelope ID: B434AD16-0D00-45E9-AE74-AD54AF906802

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **Tasha's Training and Consulting, LLC (TTC4Success)**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	**2.61**	**Minute**
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)	**2.61**	**Minute**
Counseling and Guidance (515)	**2.61**	**Minute**
Parent Counseling (520)	**2.61**	**Minute**
Social Work Services (525)	**2.61**	**Minute**
Psychological Services (530)	**2.61**	**Minute**
Behavior Intervention Services (535)	**2.61**	**Minute**
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Psychological Evaluations**	**6,500**	**Flat Rate**
Other (no code) **ERMH Assessments/FBA**	**3,700**	**Flat Rate**

SAI : $200/HR

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
Initial

August 31,2023 and Septemeber 1, 2023 are approved early start dates for the 2023-24 SY. These two days will be used for CalOPS training, scheduling and introductory calls to families. These two days have been approved for up to 8 hours per provider at $25.00 per hour.

DS
Initial

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 5, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

CEID (Center for Early Intervention on Deafness)
Nonpublic School/Agency

By: DocuSigned by: Cindy Dickeson BA64903C8B04457... 9/27/2023
Signature **Date**

Cindy Dickeson
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

By: DocuSigned by: LaChelle Carter 22344735983E4C6... 9/27/2023
Signature **Date**

LaChelle Carter, Director of Finance
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Anna Phillips, Operations Director	LaChelle Carter, Director of Finance
Name and Title CEID	**Name and Title** California Online Public Schools
Nonpublic School/Agency/Related Service Provider 1035 Grayson Street	**LEA** 33272 Valle Road
Address Berkeley CA 94710	**Address** San Juan Capistrano CA 92675
City **State** **Zip** 510-848-4800 510-848-4801	**City** **State** **Zip** (410) 949-0368 (949) 240-7895
Phone **Fax** anna@ceid.org	**Phone** **Fax** lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

DocuSign Envelope ID: B97CDFE3-6BB8-4F75-9CA8-35FBDAAC2B65

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: CEID (Center for Early Intervention on Deafness)
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	145.56	Hour
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)	145.56	Hour
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)	145.56	Hour
Interpreter Services (715)		
Audiological Services (720)	145.56	Hour

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Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)	67.18	Hour
Travel Training (870)		
Other Transition Services (890)		
Other (900) **Travel Time**	145.56	Hour
Other (no code) **Travel Mileage (Current IRS Rate)**	65.5 Cents	Mile

LSDR- $145.56 Per Hour

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

DS
CD
Initial

Coversheet

Approval of Check Registry (to follow)

Section: IV. Consent Items
Item: I. Approval of Check Registry (to follow)
Purpose: Vote
Submitted by:
Related Material: CalOPS Check Register 231003.pdf

California Online Public Schools Southern California

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10055	CE Mechanical Inc	HVAC Repairs - 05/09/23	8/25/2023	956.75
10056	DocuSign, Inc.	Licence	8/25/2023	34,762.24
10057	Domain Networks	Website Domain Listing - Annual	8/25/2023	289.00
10058	FeldCare Connects	SpEd Svcs - 07/23	8/25/2023	600.00
10059	Learning A-Z	School supplies	8/25/2023	35,100.00
10060	Santa Margarita Water District	Water Svcs - 07/06/23 - 08/08/23	8/25/2023	105.59
10061	Stanford Sierra Youth & Families	SpEd Svcs - 06/23	8/25/2023	47,960.00
10062	Charter Impact, Inc.	Business Mgmt Svcs - 07/23 - 08/23	8/29/2023	91,666.00
ACH	Chase Bank	Bank Fee	7/17/2023	129.96
ACH	Chase Bank	Bank Fee	8/15/2023	106.75
20000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	550.00
20001	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	22,047.31
20002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	5,789.68
20003	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	690.00
20004	TinyEye Therapy Services	SpEd Svcs - 05/23	8/2/2023	888.80
20005	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	5,775.00
20006	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	613.80
20007	Effectual Educational Consulting Services	SpEd Svcs - 06/23	8/18/2023	2,638.50

Total Disbursements Issued in August $ 2,522,385.79

California Online Public Schools Academy Central Valley

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 170.00
30001	El Paseo Childrens Center Inc.	SpEd Svcs - 03/23-05/23	8/2/2023	8,006.23
30002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	216.32
30003	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	1,705.00
			Total Disbursements Issued in August	**$ 10,097.55**

California Online Public Schools Northern California

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 1,706.25
40001	El Paseo Childrens Center Inc.	SpEd Svcs - 03/23-04/23	8/2/2023	43,619.02
40002	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	2,656.00
40003	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	3,575.00
40004	TinyEye Therapy Services	SpEd Svcs - 04/23 - 05/23	8/2/2023	1,175.80
40005	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	10,670.00
40006	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	205.99
ACH	Chase Bank	Bank Fee	7/17/2023	115.59
ACH	Chase Bank	Bank Fee	8/15/2023	112.74
			Total Disbursements Issued in August	**$ 63,836.39**

California Online Public Schools Academy North Bay

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount

Total Disbursements Issued in August $ -

California Online Public Schools Monterey Bay

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60000	Community Therapy Services	SpEd Svcs - 06/23	8/2/2023	$ 580.00
60001	Effectual Educational Consulting Services	SpEd Svcs - 03/23-04/23	8/2/2023	14,881.60
60002	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	116,577.65
60003	Jostens	School Supplies	8/2/2023	220.83
60004	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	30,394.31
60005	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	6,275.00
60006	Specialized Therapy Services Inc	SpEd Svcs - 06/23	8/2/2023	125.00
60007	Teamwork Speech Therapy	SpEd Svcs - 06/23	8/2/2023	300.00
60008	TinyEye Therapy Services	SpEd Svcs - 05/23	8/2/2023	943.43
60009	E-3 Systems	Maintenance & Repair Svcs - 07/23 - Low Voltage Instalation	8/10/2023	4,113.84
60010	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	36,321.55
60011	TinyEye Therapy Services	SpEd Svcs - 06/23	8/10/2023	876.20
60012	Alhambra	Drinking Water - 07/23	8/18/2023	73.94
60013	Leigh Law Group PC	Legal Svcs - 06/23	8/18/2023	8,200.00
60014	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 07/23	8/25/2023	1,098.00
60015	Modesto Irrigation District	Utilities Svcs - 07/13/23 - 08/10/23	8/25/2023	481.56
60016	Next Level Housekeeping Services	Cleaning Svcs - 08/23 - 07/23	8/25/2023	850.00
ACH	Chase Bank	Bank Fee	7/17/2023	153.39
ACH	Chase Bank	Bank Fee	8/15/2023	141.63

Total Disbursements Issued in August $ 222,607.93

California Online Public Schools Central Coast

Check Register

For the period ended August 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70000	El Paseo Childrens Center Inc.	SpEd Svcs - 04/23 - 05/23	8/2/2023	$ 3,297.18
70001	Oxford Consulting Services Inc.	SpEd Svcs - 04/23 - 06/23	8/2/2023	910.00
70002	Pearson Virtual Schools USA	SpEd Svcs	8/2/2023	320.00
70003	El Paseo Childrens Center Inc.	SpEd Svcs - 06/23	8/10/2023	135.00
70004	Effectual Educational Consulting Services	SpEd Svcs - 06/23	8/18/2023	142.00
			Total Disbursements Issued in August	**$ 4,804.18**

Coversheet

Approval of Education Protection Account (EPA) Spending Plan (attached)

Section: IV. Consent Items
Item: J. Approval of Education Protection Account (EPA) Spending Plan (attached)
Purpose: Vote
Submitted by:
Related Material: FY23-24_North Bay - EPA Budget (1).pdf
FY23-24_Central Coast - EPA Budget (1).pdf
FY23-24_Monterey Bay - EPA Budget (1).pdf
FY23-24_NorCal - EPA Budget (1).pdf
FY23-24_Central Valley - EPA Budget (1).pdf
FY23-24_SoCal - EPA Budget (1).pdf

California Connections - North Bay
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	27,789
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		27,789
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	19,119.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	8,670.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		27,789.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - Central Coast
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	21,991
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		21,991
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	15,636.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	6,355.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		21,991.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - Monterey Bay
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	92,363
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		92,363
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	64,100.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	28,263.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		92,363.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - NorCal
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	5,572,843.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		5,572,843.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	4,051,457.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	1,521,386.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		5,572,843.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - Central Valley
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,134,271.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,134,271.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	1,502,527.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	631,744.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,134,271.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - SoCal
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,009,132.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,009,132.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	738,685.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	270,447.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,009,132.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of Math Placement Annual Report (attached)

Section:	IV. Consent Items
Item:	K. Approval of Math Placement Annual Report (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalCA Math Placements 2022 Board Report 22_23SY.docx.pdf

REPORT TO THE BOARD OF DIRECTORS
CALIFORNIA CONNECTIONS ACADEMY SCHOOLS
CalCA 9th Grade Math Placements for 2021-2022

Overview

This report is being provided as required by the Math Placement Policy adopted by the boards in 2016.

Data includes 1220 students who enrolled in 9th grade prior to October 1, 2022. 99% of 9th grade students were enrolled in Algebra 1, Geometry, or Algebra 2, honors and non-honors versions of these courses were combined for the sake of streamlining data reporting. The few students enrolled in Precalculus and Honors Precalculus are included in the report where applicable. Data has been rounded to whole numbers for the ease of interpretation.

Table 1: Overall Math Placement Comparison 2021 vs 2022

Statewide, CalCA 9th grade students were distributed across math placements in the following percentages. This table includes both 2021 and 2022 math placements as of October 1 of each year. Highlighted areas indicate the following information:

Green	When the school's representation in Algebra 1 has **decreased** in 2022 **OR** when the school's representation in Geometry/Algebra 2 has **increased** in 2022.
Red	When the school's representation in Algebra 1 has **increased** in 2022 **OR** when the school's representation in Geometry/Algebra 2 has **decreased** in 2022.

Course	2021	2022	Change
Algebra 1	72%	69%	-3%
Geometry	24%	28%	+4%
Algebra 2	3%	3%	0%

As a school, we are showing a decrease in Algebra 1 placements, and an increase in Geometry placements. This trend towards increased placement in higher level math is encouraging, especially considering the impact of the COVID-19 pandemic on all aspects of life.

Placement Overall

If 8th graders take Algebra 1 and pass in 8th grade, then an on-track, college-bound student should take Geometry as a 9th grader. A student who takes Algebra 1 as a 9th grader would follow a traditional progression of Algebra 1, Geometry, Algebra 2, Pre-Calculus, and would still be on track for college acceptance. Students who start at Geometry in 9th grade would be able to qualify for an AP level course following a typical 4 year progression.

Table 2: Math Placements 2021 Student Group Distribution

Looking only at course level placements (combining honors and non-honors) gives a snapshot of where students are placed broken down by student group. The following table compares 2021 math placements only; representing the placement of student groups in the levels of math as compared to 2021 school-wide totals. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.

Green	When a student groups' representation in Algebra 1 is **lower** than the CalCA distribution **OR** when a student groups' representation in Geometry/Algebra 2 is **higher** than the CalCA distribution.
Yellow	When a student groups' representation in any math level is **equal** to the CalCA distribution.
Red	When a student groups' representation in Algebra 1 is **higher** than the CalCA distribution **OR** when a student groups' representation in Geometry/Algebra 2 is **lower** than the CalCA distribution.

All CalCA (honors and non-honors combined)	2022	Comparison to Total
American Indian or Alaskan Native	**1%**	
Algebra 1	75%	6%
Geometry	25%	-3%
Algebra 2	0%	-3%
Asian	**6%**	
Algebra 1	34%	-35%
Geometry	47%	19%
Algebra 2	14%	11%
Black/African American	**10%**	
Algebra 1	78%	9%
Geometry	22%	-6%
Algebra 2	0%	-3%
Hispanic or Latino	**27%**	
Algebra 1	76%	7%
Geometry	22%	-6%
Algebra 2	2%	0%
Multiple Races	**18%**	
Algebra 1	69%	0%
Geometry	28%	0%
Algebra 2	3%	0%
Native Hawaiian or Other Pacific Islander	**1%**	
Algebra 1	75%	6%
Geometry	25%	-3%
Algebra 2	0%	-3%
White (Not Hispanic or Latino)	**37%**	
Algebra 1	68%	-1%
Geometry	30%	3%
Algebra 2	1%	-1%

This table shows that during the 2021-2022 school year, students in the Asian and White student groups had an overall higher representation in higher level math placements as compared to their classmates of the American Indian or Alaska Native, Black/African American, Multiple Races, Native Hawaiian or Other Pacific Islander, and Hispanic or Latino student groups. The question to be answered at this point is, has there been any change in overall placements when 2020 is compared to 2021?

Table 3: Math Placements 2021 vs. 2022 Student Group Distribution

The following table compares 2021 math placements to 2022 math placements. The table is displaying change in percentage of student groups placed in each math level. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 has **decreased** in 2022 **OR** when a student groups' representation in Geometry/Algebra 2 has **increased** in 2022.
Yellow	When a student groups' representation in any math level is the **same** in 2021 and 2022.
Red	When a student groups' representation in Algebra 1 has **increased** in 2022 **OR** when a student groups' representation in Geometry/Algebra 2 has **decreased** in 2022.

All CalCA (honors and non-honors combined)	2021	2022	Change
American Indian or Alaskan Native	**1%**	**1%**	
Algebra 1	100%	75%	-25%
Geometry	0%	25%	25%
Algebra 2	0%	0%	0%
Asian	**7%**	**6%**	
Algebra 1	46%	34%	-11%
Geometry	39%	47%	8%
Algebra 2	16%	14%	-2%
Black/African American	**9%**	**10%**	
Algebra 1	68%	78%	10%
Geometry	31%	22%	-9%
Algebra 2	1%	0%	-1%
Hispanic or Latino	**39%**	**27%**	
Algebra 1	79%	76%	-3%
Geometry	20%	22%	2%
Algebra 2	1%	2%	0%
Multiple Races	**9%**	**18%**	
Algebra 1	75%	69%	-6%
Geometry	24%	28%	5%
Algebra 2	1%	3%	1%
Native Hawaiian or Other Pacific Islander	**1%**	**1%**	
Algebra 1	67%	75%	8%
Geometry	33%	25%	-8%
Algebra 2	0%	0%	0%
White (Not Hispanic or Latino)	**35%**	**37%**	
Algebra 1	72%	68%	-4%
Geometry	25%	30%	5%

Algebra 2	3%	1%	-2%

When comparing math placement from 2020 to 2021, there have been improvements made in American Indian or Alaskan Native, Asian, Multiple Races, white, and Hispanic or Latino of Algebra placements occurred. There were slight increases in Geometry placements across all races except Black/African American and Native Hawaiian or Other Pacific Islander. Algebra 2 placements had relatively slight changes across the board with each race/ethnicity.

Summary of Findings

Overall, CalCA is showing a mixed pattern across student groups in 2022. Black/African American and Native Hawaiian or Other Pacific Islander student groups showed a higher distribution of placement in Algebra 1. Students in the American Indian or Alaskan Native, Asian, Hispanic or Latino, Multiple Races, and White student groups showed a lower distribution of placement in Algebra 1. As mentioned earlier, comparisons such as these in this report can be tricky due to a lack of control over 8th grade math placements of 9th graders new to CalCA. CalCA does have a well-defined placement process and a process for placement reevaluation both when requested by a family and also after receipt of formative assessment data such as NWEA MAP. NWEA MAP data are analyzed by High School Math Department Leadership and students who show the most potential are moved to the higher math level when deemed appropriate. It is important to note that it is the mission of CalCA to help students achieve at the highest level, but they also must start at the level they exist in. Increases in higher level math placements are welcomed but pushing students into too high of a level, can also be damaging to their educational progress.

The Effect of Mobility

Pearson's Efficacy Research Report was published on April 3, 2018. The overall focus of this report was to control for student mobility at both Connections Academy schools and their matched brick and mortar counterparts. Below is a summary of their findings.

Results - Phase Two: School Comparison Study



Existing research studies do not account for student mobility - a dominant attribute of virtual school students.

This is the first time we can see performance through a mobility lens.

Note that in phase two mobility was calculated based on each state's definition (see Appendix for additional details)

Pearson 18

The graph highlights a gain in reading proficiency for Connections Academy students when compared to their matched brick and mortar counterparts. In terms of mathematics proficiency, Connections Academy students only slightly underperform their matched brick and mortar counterparts. If we align mathematics proficiency to course placement both at CalCA and at matched brick and mortar counterparts, we can infer that math placements of continuing 8th grade Connections Academy students would not differ markedly to new to Connections Academy 9th grade students, or we would expect to see a larger variation on math proficiency on standardized assessments.

Next Steps

This overall math placement analysis is a yearly expectation. As a result, next steps from last year will be continued. The status of these next steps will be recorded after each one.

- Continue to track statistics annually – Completed and Ongoing
- Continue discussion with staff, including our high school-wide Math Mindset discussions, as well as discussions and training with the guidance team – Completed and Ongoing
- Follow up in the Fall to see which students might be accelerated – Ongoing
- Monthly Math Focus Group Meetings – Started in the 1920 school year and continue. All school levels participate collaborating towards the goal of improving math success schoolwide.

Coversheet

Approval of Payment Schedule for Office Equipment (attached)

Section: IV. Consent Items
Item: L. Approval of Payment Schedule for Office Equipment (attached)
Purpose: Vote
Submitted by:
Related Material: US Bank Finance_.pdf

REVOLUTION OFFICE

Value Agreement

APPLICATION NO.	AGREEMENT NO.

9043 Lurline Avenue • Chatsworth, CA 91311 • Phone: 818.464.4023

The words "**Lessee**," "**you**" and "**your**" refer to **Customer**. The words "**Lessor**," "**we**," "**us**" and "**our**" refer to **Revolution Office**.

CUSTOMER INFORMATION

FULL LEGAL NAME			STREET ADDRESS	
California Online Public Schools			33272 Valle Road	
CITY	**STATE**	**ZIP**	**PHONE**	**FAX**
San Juan Capistrano	CA	92675	949-461-1667	
BILLING NAME (IF DIFFERENT FROM ABOVE)			**BILLING STREET ADDRESS**	
CITY	**STATE**	**ZIP**	**E-MAIL**	
			rsavage@calca.connectionsacademy.org (Richard Savage)	

EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)
(2) Ricoh IM C4500 - 580 N. Wilma Ave. G, Ripon, CA 95366

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES	SERIAL NO.	STARTING METER	NOT FINANCED UNDER THIS AGREEMENT
(4) Ricoh IM C4500			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

together with all replacements, parts, repairs, additions, and accessions incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries.

☐ See attached Schedule A ☐ See attached Billing Schedule

TERM AND PAYMENT INFORMATION

60 Payments* of $ 826.00 Advanced Payment* $ n/a

The payment ("Payment") period is monthly unless otherwise indicated. *If you are exempt from sales tax, attach your certificate.* **plus applicable taxes*

Payment includes 0 B&W pages per month Overages billed quarterly at $ 0.005 per B&W page*

Payment includes 0 Color pages per month Overages billed quarterly at $ 0.05 per Color page*

Upon acceptance of the Equipment, THIS AGREEMENT IS NONCANCELABLE, IRREVOCABLE AND CANNOT BE TERMINATED.

LESSOR SIGNATURE

Revolution Office			
LESSOR	SIGNATURE	TITLE	DATED

CUSTOMER SIGNATURE

BY SIGNING BELOW OR AUTHENTICATING AN ELECTRONIC RECORD HEREOF, YOU CERTIFY THAT YOU HAVE REVIEWED AND DO AGREE TO ALL TERMS AND CONDITIONS OF THIS AGREEMENT ON THIS PAGE AND ON PAGE 2 ATTACHED HERETO.

California Online Public Schools	X DocuSigned by: Richard Savage 210B68AB4E4C499...	Superintendent	5/8/2023
CUSTOMER (as referenced above)	SIGNATURE	TITLE	DATED
N/A	Richard Savage		
FEDERAL TAX I.D. #	PRINT NAME		

DELIVERY & ACCEPTANCE CERTIFICATE

You certify and acknowledge that all of the Equipment listed above: 1) has been received, installed and inspected; and 2) is fully operational and unconditionally accepted. Upon you signing below, your promises in this Agreement will be irrevocable and unconditional in all respects.

	X		
CUSTOMER (as referenced above)	SIGNATURE	TITLE	ACCEPTANCE DATE

TERMS AND CONDITIONS

1. **AGREEMENT:** You agree to lease from us the goods ("Equipment") and, if applicable, finance certain software, software license(s), software components and/or professional services in connection with software (collectively, the "Financed Items," which are included in the word "Equipment" unless separately stated) from software licensor(s) and/or supplier(s) (collectively, the "Supplier"), all as described in this Agreement and in any attached schedule, addendum or amendment hereto ("Agreement"). You represent and warrant that you will use the Equipment for business purposes only. You agree to all of the terms and conditions contained in this Agreement, which, with the acceptance certification, is the entire agreement between you and us regarding the Equipment and which supersedes any purchase order, invoice, request for proposal, response or other related document. This Agreement becomes valid upon execution by us. If any provision of this Agreement is declared unenforceable, the other provisions herein shall remain in full force and effect to the fullest extent permitted by law. *(Continued on Page 2)*

2. **OWNERSHIP; PAYMENTS; TAXES AND FEES:** We own the Equipment, excluding any Financed Items. Ownership of any Financed Items shall remain with Supplier thereof. You will pay all Payments, as adjusted, when due, without notice or demand and without abatement, set-off, counterclaim or deduction of any amount whatsoever. If any part of a Payment is more than 10 days late, you agree to pay a late charge of 10% of the Payment which is late or, if less, the maximum charge allowed by law. The Payment may be adjusted proportionately upward or downward: (i) if the taxes differ from the estimate given to you; and/or (ii) to comply with the tax laws of the state in which the Equipment is located. You shall pay all applicable taxes, assessments and penalties related to this Agreement, whether levied or assessed on this Agreement, on us (except on our income) or you, or on the Equipment, its lease, sale, ownership, possession, use or operation. If we pay any taxes or other expenses that are owed hereunder, you agree to reimburse us when we request. You agree to pay us a yearly processing fee of up to $50 for personal property taxes we pay related to the Equipment. You agree to pay us a fee of up to $50 for filing and/or searching costs required under the Uniform Commercial Code ("UCC") or other laws. You agree to pay us an origination fee of up to $125 for all closing costs. We may apply all sums received from you to any amounts due and owed to us under the terms of this Agreement. If for any reason your check is returned for insufficient funds, you will pay us a service charge of $30 or, if less, the maximum charge allowed by law. We may make a profit on any fees, estimated tax payments and other charges paid under this Agreement.

3. **EQUIPMENT; SECURITY INTEREST:** At your expense, you shall keep the Equipment: (i) in good repair, condition and working order, in compliance with applicable laws, ordinances and manufacturers' and regulatory standards; (ii) free and clear of all liens and claims; and (iii) at your address shown on page 1, or as otherwise provided in writing and accepted by us, and you agree not to move it unless we agree in writing. You grant us a security interest in the Equipment to secure all amounts you owe us under this Agreement or any other agreement with us ("Other Agreements"), except amounts under Other Agreements which are secured by land and/or buildings. You authorize and ratify our filing of any financing statement(s) to show our interest. You will not change your name, state of organization, headquarters or residence without providing prior written notice to us. You will notify us within 30 days if your state of organization revokes or terminates your existence.

4. **INSURANCE; COLLATERAL PROTECTION; INDEMNITY; LOSS OR DAMAGE:** You agree to keep the Equipment fully insured against all risk, with us named as lender's loss payee, in an amount not less than the full replacement value of the Equipment until this Agreement is terminated. You also agree to maintain commercial general liability insurance with such coverage and from such insurance carrier as shall be satisfactory to us and to include us as an additional insured on the policy. You will provide written notice to us within 10 days of any modification or cancellation of your insurance policy(s). You agree to provide us certificates or other evidence of insurance acceptable to us. If you do not provide us with acceptable evidence of property insurance within 30 days after the start of this Agreement, we may, at our sole discretion, charge you a monthly property damage surcharge of up to .0035 of the Equipment cost as a result of our credit risk and administrative and other costs, as would be further described on a letter from us to you. We may make a profit on this program. NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT. If we assign our rights under this Agreement to a third party financing source ("Assignee"), then you agree that Assignee is not responsible for, and you agree to hold Assignee harmless and reimburse Assignee for and to defend on Assignee's behalf against, any claim for any loss, expense, liability or injury caused by or in any way related to delivery, installation, possession, ownership, leasing, manufacture, use, condition, inspection, removal, return or storage of the Equipment, except that you shall not bear the risk of loss, nor pay for, any claims, liabilities, proceedings, actions, expenses, damages or losses that arise from Assignee's gross negligence or willful misconduct or directly from events occurring after you have surrendered possession of the Equipment in accordance with the terms of the Agreement. All indemnities will survive the expiration or termination of this Agreement. You are responsible for any loss, theft, destruction or damage to the Equipment ("Loss"), regardless of cause, whether or not insured. You agree to promptly notify us in writing of any Loss. If a Loss occurs and we have not otherwise agreed in writing, you will promptly pay to us the unpaid balance of this Agreement, including any future Payments to the end of the term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. Any proceeds of insurance will be paid to us and credited against the Loss. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to a Loss.

5. **ASSIGNMENT: YOU SHALL NOT SELL, TRANSFER, ASSIGN, ENCUMBER, PLEDGE OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT, without our prior written consent.** You shall not consolidate or merge with or into any other entity, distribute, sell or dispose of all or any substantial portion of your assets other than in the ordinary course of business, without our prior written consent, and the surviving, or successor entity or the transferee of such assets, as the case may be, shall assume all of your obligations under this Agreement by a written instrument acceptable to us. No event shall occur which causes or results in a transfer of majority ownership of you while any obligations are outstanding hereunder. We may sell, assign, or transfer this Agreement without notice to or consent from you. You agree that if we sell, assign or transfer this Agreement, our assignee will have the same rights and benefits that we have now and will not have to perform any of our obligations. However, any such assignment shall not relieve the original Lessor of its obligations under this Agreement. **You agree that our assignee will not be subject to any claims, defenses, or offsets that you may have against us.** This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns.

6. **DEFAULT AND REMEDIES:** You will be in default if: (i) you do not pay any Payment or other sum due to us or you fail to perform in accordance with the covenants, terms and conditions of this Agreement or any other agreement with us or any of our affiliates or fail to perform or pay under any material agreement with any other entity; (ii) you make or have made any false statement or misrepresentation to us; (iii) you or any guarantor dies, dissolves, liquidates, terminates existence or is in bankruptcy; (iv) you or any guarantor suffers a material adverse change in its financial, business or operating condition; or (v) any guarantor defaults under any guaranty for this Agreement. If you are ever in default, and such default is not cured within 15 days, at our option, we can cancel this Agreement and require that you pay the unpaid balance of this Agreement, including any future Payments to the end of term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. We may recover default interest on any unpaid amount at the rate of 12% per year. Concurrently and cumulatively, we may also use any remedies available to us under the UCC and any other law and we may require that you immediately stop using any Financed Items. If we take possession of the Equipment, you agree to pay the costs of repossession, moving, storage, repair and sale. The net proceeds of the sale of any Equipment will be credited against what you owe us under this Agreement and you will be responsible for any deficiency. In the event of any dispute or enforcement of our rights under this Agreement or any related agreement, you agree to pay our reasonable attorneys' fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee. WE SHALL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES FOR ANY DEFAULT, ACT OR OMISSION BY ANYONE. Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. You agree that this Agreement is a "Finance Lease" as defined by Article 2A of the UCC and your rights and remedies are governed exclusively by this Agreement. You waive all rights under sections 2A-508 through 522 of the UCC. If interest is charged or collected in excess of the maximum lawful rate, we will refund such excess to you, which will be your sole remedy.

7. **INSPECTIONS AND REPORTS:** We have the right, at any reasonable time, to inspect the Equipment and any documents relating to its installation, use, maintenance and repair. Within 30 days after our request (or such longer period as provided herein), you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof. This may include: (i) compiled, reviewed or audited annual financial statements (including, without limitation, a balance sheet, a statement of income, a statement of cash flow, a statement of changes in equity and notes to financial statements) within 120 days after your fiscal year end, and (ii) management-prepared interim financial statements within 45 days after the requested reporting period(s). Annual statements shall set forth the corresponding figures for the prior fiscal year in comparative form, all in reasonable detail without any qualification or exception deemed material by us. Unless otherwise accepted by us, each financial statement shall be prepared in accordance with generally accepted accounting principles consistently applied and shall fairly and accurately present your financial condition and results of operations for the period to which it pertains. You authorize us to obtain credit bureau reports for credit and collection purposes and to share them with our affiliates and agents.

8. **END OF TERM; FMV PURCHASE OPTION:** Provided that no event of default under this Agreement has occurred and is continuing, you shall have the following options at the end of term: Purchase all of the Equipment for its Fair Market Value, renew this Agreement, or return the Equipment. Fair Market Value means the value of the Equipment in continued use. At the end of the initial term, this Agreement shall renew for successive month-to-month renewal term(s) under the same terms hereof unless you send us written notice at least 30 days before the end of the initial term or at least 30 days before the end of any renewal term that you want to purchase or return the Equipment, and you timely purchase or return the Equipment. You shall continue making Payments and paying all other amounts due until the Equipment is purchased or returned. As long as you have given us the required written notice, if you do not purchase the Equipment, you will return all of the Equipment to a location we specify, at your expense, in retail re-saleable condition, full working order and complete repair, normal wear and tear excepted. YOU ARE SOLELY RESPONSIBLE FOR REMOVING ANY DATA THAT MAY RESIDE IN THE EQUIPMENT, INCLUDING BUT NOT LIMITED TO HARD DRIVES, DISK DRIVES OR ANY OTHER FORM OF MEMORY.

9. **USA PATRIOT ACT NOTICE; ANTI-TERRORISM AND ANTI-CORRUPTION COMPLIANCE:** To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify, and record information that identifies each customer who opens an account. When you enter into a transaction with us, we ask for your business name, address and other information that will allow us to identify you. We may also ask to see other documents that substantiate your business identity. You and any other person who you control, own a controlling interest in, or who owns a controlling interest in or otherwise controls you in any manner ("Representatives") are and will remain in full compliance with all laws, regulations and government guidance concerning foreign asset control, trade sanctions, embargoes, and the prevention and detection of money laundering, bribery, corruption, and terrorism, and neither you nor any of your Representatives is or will be listed in any Sanctions-related list of designated persons maintained by the U.S. Department of Treasury's Office of Foreign Assets Control or successor or the U.S. Department of State. You shall, and shall cause any Representative to, provide such information and take such actions as are reasonably requested by us in order to assist us in maintaining compliance with anti-money laundering laws and regulations.

10. **MISCELLANEOUS:** Unless otherwise stated in an addendum hereto, the parties agree that: (i) this Agreement and any related documents hereto may be authenticated by electronic means; (ii) the "original" of this Agreement shall be the copy that bears your manual, facsimile, scanned or electronic signature and that also bears our manually or electronically signed signature and is held or controlled by us; and (iii) to the extent this Agreement constitutes chattel paper (as defined by the UCC), a security interest may only be created in the original. You agree not to raise as a defense to the enforcement of this Agreement or any related documents that you or we executed or authenticated such documents by electronic or digital means or that you used facsimile or other electronic means to transmit your signature on such documents. Notwithstanding anything to the contrary herein, we reserve the right to require you to sign this Agreement or any related documents hereto manually and to send to us the manually signed, duly executed documents via overnight courier by the next business day that you send us the facsimile, scanned or electronic transmission of the documents. You agree to execute any further documents that we may request to carry out the intents and purposes of this Agreement. Whenever our consent is required, we may withhold or condition such consent in our sole discretion, except as otherwise expressly stated herein. From time to time, Supplier may extend to us payment terms for Equipment financed under this Agreement that are more favorable than what has been quoted to you or the general public, and we may provide Supplier information regarding this Agreement if Supplier has assigned or referred it to us. All notices shall be mailed or delivered by facsimile transmission or overnight courier to the respective parties at the addresses shown on this Agreement or such other address as a party may provide in writing from time to time. By providing us with a telephone number for a cellular phone or other wireless device, including a number that you later convert to a cellular number, you are expressly consenting to receiving communications, including but not limited to prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system, from us and our affiliates and agents at that number. This express consent applies to each such telephone number that you provide to us now or in the future and permits such calls for non-marketing purposes. Calls and messages may incur access fees from your cellular provider. You authorize us to make non-material amendments (including completing and conforming the description of the Equipment) on any document in connection with this Agreement. Unless stated otherwise herein, all other modifications to this Agreement must be in writing and signed by each party or in a duly authenticated electronic record. This Agreement may not be modified by course of performance.

11. **WARRANTY DISCLAIMERS:** WE ARE LEASING THE EQUIPMENT TO YOU "AS-IS." YOU HAVE SELECTED SUPPLIER AND THE EQUIPMENT BASED UPON YOUR OWN JUDGMENT. IN THE EVENT WE ASSIGN THIS AGREEMENT, OUR ASSIGNEE DOES NOT TAKE RESPONSIBILITIES FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. SUPPLIER IS NOT AN AGENT OF OURS AND WE ARE NOT AN AGENT OF SUPPLIER, AND NOTHING SUPPLIER STATES OR DOES CAN AFFECT YOUR OBLIGATIONS HEREUNDER. **YOU WILL MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST ANY SUPPLIER, LICENSOR OR MANUFACTURER, AND ANY FAILURE OF A SERVICE PROVIDER TO PROVIDE SERVICES WILL NOT EXCUSE YOUR OBLIGATIONS TO US UNDER THIS AGREEMENT. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, OF, AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR, MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, CONDITION, QUALITY, ADEQUACY, TITLE, DATA ACCURACY, SYSTEM INTEGRATION, FUNCTION, DEFECTS, INFRINGEMENT OR ANY OTHER ISSUE IN REGARD TO THE EQUIPMENT, ANY ASSOCIATED SOFTWARE AND ANY FINANCED ITEMS.** SO LONG AS YOU ARE NOT IN DEFAULT UNDER THIS AGREEMENT, WE ASSIGN TO YOU ANY WARRANTIES IN THE EQUIPMENT GIVEN TO US.

12. **LAW; JURY WAIVER:** This Agreement will be governed by and construed in accordance with the law of the principal place of business of Lessor or, if assigned, its assignee. You consent to jurisdiction and venue of any state or federal court in the state of Lessor or, if assigned, its assignee has its principal place of business and waive the defense of inconvenient forum. For any action arising out of or relating to this Agreement or the Equipment, **BOTH PARTIES WAIVE ALL RIGHTS TO A TRIAL BY JURY**.

13. **MAINTENANCE AND SUPPLIES:** You have elected to enter into an arrangement solely between you and us for maintenance, inspection, adjustment, parts replacement, drums, cleaning material required for proper operation and toner and developer ("Arrangement"). You agree to pay all amounts owing under this Agreement regardless of any claim you have against us relating to the Arrangement. If we assign this Agreement, we will remain responsible for performing all services and providing all supplies under the Arrangement. You agree not to hold any assignee of this Agreement responsible for our obligations under the Arrangement. As a convenience to you, we will provide you with one invoice covering amounts owing under this Agreement and the Arrangement. If necessary, Supplier's obligations to you under the Arrangement may be assigned by us. You agree to pay a monthly supply freight fee to cover the costs of shipping supplies to you. Each month, you are entitled to produce the minimum number of pages shown on page 1 for each applicable page type. Regardless of the number of pages made, you will never pay less than the minimum Payment. You agree to provide periodic meter readings on the Equipment. You agree to pay the applicable overage charge for each metered page that exceeds the applicable minimum number of pages. Pages made on equipment marked as not financed under this Agreement will be included in determining your page and overage charges. At the end of the first year of this Agreement, and once each successive 12-month period thereafter, we may increase the maintenance and supplies portion of the Payment and the overage charges. In order to facilitate an orderly transition, the start date of this Agreement will be the date the Equipment is delivered to you or a date designated by us, as shown on the first invoice. If a later start date is designated, in addition to all Payments and other amounts due hereunder, you agree to pay us a transitional payment equal to 1/30th of the Payment, multiplied by the number of days between the date the Equipment is delivered to you and the designated start date. The first Payment is due 30 days after the start of this Agreement and each Payment thereafter shall be due on the same day of each month.

DocuSign

Certificate Of Completion

Envelope Id: 214F24508F2E4ACCAC6549B72E522703
Status: Completed
Subject: Complete with DocuSign: RO Value Agreement_California Connections_5.5.2023.pdf
Source Envelope:
Document Pages: 2
Signatures: 1
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Lester Walker
9043 Lurline Ave
nil
Chatsworth, CA 91311
lwalker@revolutionoffice.com
IP Address: 104.53.141.65

Record Tracking

Status: Original
5/5/2023 3:42:32 PM
Holder: Lester Walker
lwalker@revolutionoffice.com
Location: DocuSign

Signer Events	Signature	Timestamp
Richard Savage rsavage@calca.connectionsacademy.org Superintendent Security Level: Email, Account Authentication (None)	DocuSigned by: Richard Savage 210B68AB4E4C499... Signature Adoption: Pre-selected Style Using IP Address: 174.126.45.207	Sent: 5/5/2023 3:47:48 PM Viewed: 5/8/2023 8:20:34 AM Signed: 5/8/2023 8:22:14 AM

Electronic Record and Signature Disclosure:
Accepted: 5/8/2023 8:20:34 AM
ID: 2d100a71-a849-4c57-97ba-07531e58468c

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Katie Hill khill@revolutionoffice.com Rev Office Security Level: Email, Account Authentication (None)	COPIED	Sent: 5/5/2023 3:47:49 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/5/2023 3:47:49 PM
Certified Delivered	Security Checked	5/8/2023 8:20:34 AM
Signing Complete	Security Checked	5/8/2023 8:22:14 AM
Completed	Security Checked	5/8/2023 8:22:14 AM

Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

Parties agreed to: Richard Savage

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Revolution Office LLC (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Revolution Office LLC:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: lwalker@revolutionoffice.com

To advise Revolution Office LLC of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at lwalker@revolutionoffice.com and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Revolution Office LLC

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to lwalker@revolutionoffice.com and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Revolution Office LLC

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to lwalker@revolutionoffice.com and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Revolution Office LLC as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Revolution Office LLC during the course of your relationship with Revolution Office LLC.

INVOICE NUMBER 510939556

U.S. BANK EQUIPMENT FINANCE
PO BOX 790448
ST LOUIS, MO 63179-0448

DUE DATE	TOTAL DUE
10/08/2023	$1,050.53

000001164 01 SP 0.630 106481835372871 P
ACCOUNTS PAYABLE
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPO, CA 92675-4842

PLEASE REFERENCE INVOICE # ON YOUR CHECK

PLEASE RETURN THIS PORTION WITH REMITTANCE PAYABLE TO:

U.S. BANK EQUIPMENT FINANCE
PO BOX 790448
ST LOUIS, MO 63179-0448

790448 510939556 000105053

U.S. BANK EQUIPMENT FINANCE
PO BOX 790448
ST LOUIS, MO 63179-0448
800-328-5371
EFCUSTOMERSUPPORT@USBANK.COM

DATE OF INVOICE 09/14/2023
INVOICE NUMBER 510939556
Customer Credit Account Number 1926042

DUE DATE	TOTAL DUE
10/08/2023	$1,050.53

FOR ADDRESS CORRECTIONS AND INVOICE INQUIRIES, PLEASE CONTACT US AT 800-328-5371

MESSAGES

SAVE TIME : CHAT WITH A REPRESENTATIVE AND MAKE QUICK AND EASY ONLINE PAYMENTS BY VISITING WWW.USBANK.COM/ACCOUNTABILITIES

CONTRACT NUMBER	DATE	DESCRIPTION	AMOUNT
GRP POOL 166028			
POOL 1	09/08/2023 - 10/08/2023	CONTRACT PAYMENT	826.00
B/W		SALES AND USE TAX	64.00
		CALIFORNIA ONLINE PUBLIC SCHOOLS 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675-4842	
500-0702632-000		RICOH IM C4500 COPIER SERIAL NUMBER 3129RC01096	
		RICOH IM C4500 COPIER SERIAL NUMBER 3129M440296	
		CALIFORNIA ONLINE PUBLIC SCHOOLS 580 N WILMA AVE STE G RIPON, CA 95366-9514	
500-0702632-000		RICOH IM C4500 COPIER SERIAL NUMBER 3129M400637	
		RICOH IM C4500 COPIER SERIAL NUMBER 3129M500333	
POOL 2			
COLOR		CALIFORNIA ONLINE PUBLIC SCHOOLS 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675-4842	



U.S. BANK EQUIPMENT FINANCE
PO BOX 790448
ST LOUIS, MO 63179-0448
800-328-5371
EFCUSTOMERSUPPORT@USBANK.COM

DATE OF INVOICE 09/14/2023
INVOICE NUMBER 510939556
Customer Credit Account Number 1926042

DUE DATE	TOTAL DUE
10/08/2023	**$1,050.53**

FOR ADDRESS CORRECTIONS AND INVOICE INQUIRIES, PLEASE CONTACT US AT 800-328-5371

CONTRACT NUMBER	DATE	DESCRIPTION	AMOUNT
500-0702632-000		RICOH IM C4500 COPIERS-CPC SERIAL NUMBER 3129RC01096C	
		RICOH IM C4500 COPIERS-CPC SERIAL NUMBER 3129M440296C	
		CALIFORNIA ONLINE PUBLIC SCHOOLS 580 N WILMA AVE STE G RIPON, CA 95366-9514	
500-0702632-000		RICOH IM C4500 COPIERS-CPC SERIAL NUMBER 3129M400637C	
		RICOH IM C4500 COPIERS-CPC SERIAL NUMBER 3129M500333C	
	10/08/2023	PROP DAMAGE SURCHARGE	130.57
	10/08/2023	SUPPLY FREIGHT	27.80
	10/08/2023	SALES AND USE TAX	2.16

*****A LATE CHARGE WILL BE ASSESSED IF PAYMENT IS NOT RECEIVED BY DUE DATE.*****

Coversheet

Approval of Enrollment Cap for 2023-24 School Year (attached)

Section: V. Action Items
Item: A. Approval of Enrollment Cap for 2023-24 School Year (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Resolution for Enrollment Limits for 2023-24 - Revised 10.3.24 (1).pdf

California Online Public Schools
A California Nonprofit Public Benefit Corporation

Operating
California Connections Academy Schools

RESOLUTION OF THE BOARD OF DIRECTORS TO AUTHORIZE ENROLLMENT LIMITS FOR 2023-24

Revised Enrollment Limits - 10.3.23

WHEREAS, the California Online Public Schools Board of Directors governs the California Connections Academy Schools, comprised of six charter schools serving 32 counties in California and,

WHEREAS, as a network of online charter schools, in support of the mission of the schools, the approved charters for each school, along with the enrollment practices, have historically allowed all students who are interested and eligible to attend one of the schools, and,

WHEREAS, compliance requirements and the nature of independent study for non-classroom based charter schools have changed dramatically in the past years due to several factors, and,

WHEREAS, the school Administration must plan for the upcoming school year, including ensuring that appropriate staffing resources are available to implement the educational program in alignment with the mission of the schools, and to meet any compliance requirements, and,

WHEREAS, state law regarding charter schools requires that if enrollment demand exceeds capacity, a public lottery must be held, and,

WHEREAS, enrollment interest and demand for online public school programs has increased significantly in the past year and is not following historic patterns or predictability, and,

WHEREAS, the California Online Public Schools Board of Directors adopted and keeps updated Lottery and Wait List Policies, and,

WHEREAS, the California Online Public Schools Board of Directors, has fiduciary responsibility to the organization, as well as responsibility for the performance of each school, and therefore recognizes that there must be advanced as well as ongoing planning regarding the number of students who attend the school as well as each grade band.

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes initial enrollment limits for California Connections Academy schools for the 2023-24 school year, as shown in the chart below, and,

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the Superintendent (and/or designee) to develop and implement, as they see a need, procedures to do the following: implement the Lottery and Wait List Policies adopted and approved by the Board, establish grade level and/or grade span specific enrollment limits, establish procedures for waiting list(s) for each school, temporarily suspend or re-open new applications as needed, communicate effectively to stakeholders of the organization regarding enrollment procedures, and ensure returning eligible students are given the opportunity to attend during the 2023-24 school year.

GRADE BAND	GRADE BAND ENROLLMENT LIMIT 2023-24
Grades TK - 5	**2847**
Grades 6-8	**2400**
Grades 9-12	**4753**
CalCA/CalOPS TOTAL	**10,000**

Coversheet

Approval of Inova Payroll/HR Software (attached)

Section: V. Action Items
Item: B. Approval of Inova Payroll/HR Software (attached)
Purpose: Vote
Submitted by:
Related Material: CALOPS Academy Proposal.pdf
CALOPS - CI & Inova Payroll Proposal.pdf
CURRENT PRICING STRUCTURE.pdf

Inova HCM Proposal

www.inovapayroll.com

Prepared By:
Brad Moon
(909) 266-6911
bmoon@inovapayroll.com

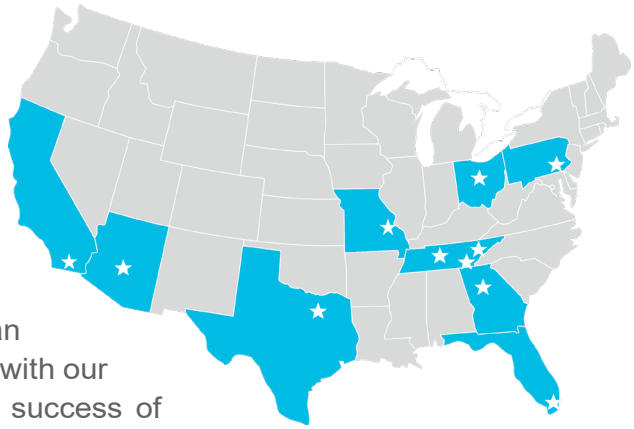
Prepared For:
CA Connections Academy

Proposal Issued:
06/14/2023

Proposal Valid Until:
09/15/2023

About Inova

Inova Payroll LLC., founded in 2011 with headquarters in Nashville, TN, is now among the top-three privately-held, independent payroll and HR companies in the United States. Operating from 11 office locations, Inova is serving ~5,500 employers encompassing 210,000+ active employees spread over all 50 states and Puerto Rico. Our mission as an organization is to build strong relationships with our clients and partners and contribute to the success of employers across the United States.



The company helps employers expertly manage their payroll and HR processes. As the largest UKG Ready partner, Inova offers human capital management solutions for small-to-mid-sized companies looking for a single solution for applicant tracking, onboarding, time and attendance, payroll and tax, HR and benefits, performance management, learning management and compliance. Inova also has an outsourced HR consulting team to provide a variety of additional HR-specific services.

We take a consultative, win-win approach to finding the right technology and service blend for payroll/HR professionals and their employees. Building lasting client and partner relationships is our hallmark. A five-time Inc. 5000 company, Inova Payroll is nationally recognized for exceptional customer support and service with numerous badges on G2.com for easiest set-up and best support, and multi-year Stevie Award wins for customer service. Our clients have rated us among the best in the industry with a net promoter score of 63, which is double the average score of 34 for the national providers.

> **I founded Inova Payroll in 2011 because I saw a huge void in the marketplace for innovation, value, and, above all, high-touch customer service**
>
> **Farsheed Ferdowsi**
> *Founder & CEO, Inova Payroll*

Inova HCM

One Solution to Manage Your Entire Employee Lifecycle

Inova provides a comprehensive suite of human capital management (HCM) solutions to employers nationwide while maintaining an individualized, high-touch service standard. Through innovative technology and exceptional support, we provide our clients all the tools they need to positively engage with their employees, whether through an accurate and timely paycheck, a stress-free benefits enrollment, performance reviews or streamlined management of their paid time off.



- Integrated Recruitment, HR, Benefits, Time & Attendance & Payroll Modules
- Fast & flexible intelligent search facility
- Drill-down employee browse
- Full history and audit tracking
- Integrated Employee Self-Service and Recruitment Self-Service
- Graphical payroll trend reporting
- Report output to true ASCII, HTML, EXCEL, XML, PDF, & screen & printer format
- Security Profiles with unlimited access levels
- Gross to net calculations-as-You-Go: no pre-processing needed
- Comprehensive hypertext-linked online help
- Integrated email notifications
- Notes/document management
- Robust Reporting with easy-to-use Report Writer
- Quick Payroll - easy links on navigation bar
- Hosted SQL Server database engine with API's
- User-created screens/fields
- Robust tools that minimize support overhead
- Customizable fields, business rules & formulas
- Multi-layered security for report, screen, menu, table, column & row
- Data browse capability with security
- Configurable Workflow to automate multiple HR actions
- User-defined report headers including logo on payment forms

HR Module

Complete Human Capital Management from Hire to Retire

Talent Acquisition

- Internal & external job requisitions
- Free and/or premium job board integration*
- Social media integration
- Configurable online applications
- Candidate self-service
- Prescreening questions
- Customizable knockout questions
- Resume parsing
- Applicant & interview notifications & tracking

Attendance Management

- Time off requests & approvals
- Attendance tracking

Asset management

- Company property management
- Vehicle management
- Insurance & warranty-related contracts

Onboarding

- New hire checklist/welcome/ workflow
- Personal information
- I-9 submission/signoff/E-Verify*
- W-4 election/submission
- Employee self-service: benefits overview & enrollment
- Property allocation
- HR document & forms creator

Offboarding

- Termination details/history/checklist
- Exit interview
- Notifications of termination
- COBRA elections/refusals

HR Resources

- Document storage & retrieval tracking
- Employee self-service
- Organizational charts
- Company events & news
- HR documents & forms creator (custom forms)

Benefits Administration

- Employee self-enrollment
- Defined benefits eligibility
- Benefits-driven payroll deductions
- Effective date benefit plans
- Evidence of insurability
- Carrier connections & forms through Everything Benefits

Position Management

- Position creation/import
- Position budget setup
- Position assignments & hierarchy charts
- Integrated budget versus actual tracking
- Position audit reports
- Set defaults at the position or job level
- Training, certification & credential tracking

Compliance & Reporting

- More than 150 standard reports with exports to multiple formats – excel, PDF, etc.
- Notifications regarding date expirations
- EEO, OSHA & Vets 100 reporting
- Workers' compensation injuries/claims mgmt.

**Requires additional modules*



Payroll Module

Deliver the Perfect Paycheck on Time, Every Time

Payroll Process

- Built-in test environments
- Calculations as you go
- Payroll prep checklist & quick links
- Correction delta process for easy recalculation of edits
- Custom batch payroll entry screen
- Direct deposits
- Gross to net
- Pay stub printing & distribution
- Payroll alerts
- Payroll batches by pay frequency
- Real-time payroll processing
- Reconciliation pay statement
- Multiple payroll processing
- Garnishment deduction wizard

Payroll Services

- Check printing & distribution
- Employee direct deposit
- Tax filing/deposits
- Tax filing/payment
- Garnishment disbursement

Payroll Reporting

- Change history reporting
- Consolidated reporting across Tax IDs
- Cross-year reporting
- Date-driven reporting across all years
- Integrated report writer
- Data visualization & dashboarding capabilities
- Reports sent by email
- Standard report library
- 401(k) retirement plan reporting
- New hire reporting

Platform & Security

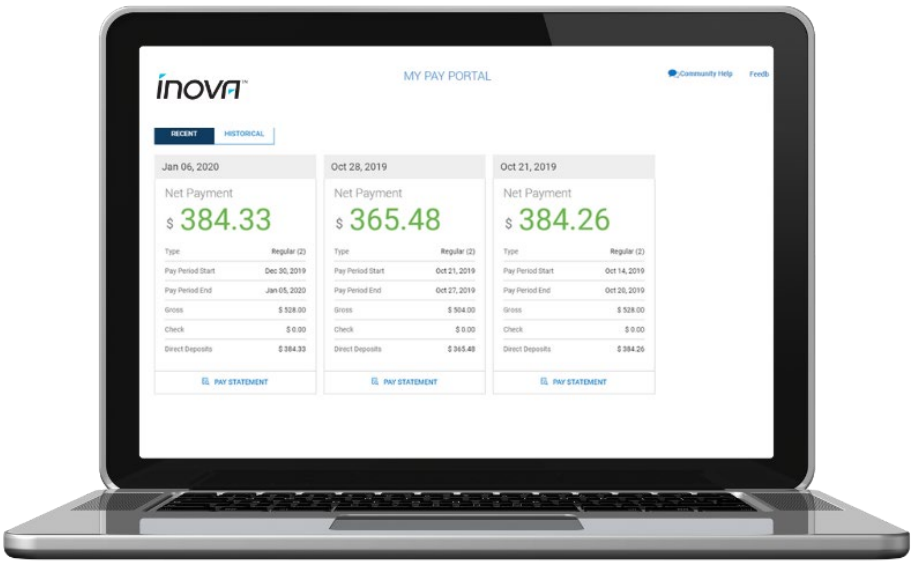
- Profile-based functionality security
- Unlimited users with security
- Automated event notifications
- Third-party software interfaces
- Unlimited data storage

General Ledger/Year End

- Automated reciprocity tax withholding
- General ledger processing
- Year-end processing

Payroll Setup

- Geospatial tax identification
- Labor distribution & cost center tracking
- Multi-EIN support



Accruals Module

Flexible, Accurate and Efficient Time Off Management

Accrual Settings

- System-maintained values: balances created automatically
- User-maintained values: manual updates by SA
- Imported values
- Tenure changes
- Maximum accrued amount (per accrual year)
- Maximum running balance
- Balance move
- Utilization
- Accrual day: first or last day of month
- New-hire accruals
- Sick time compliance
- Waiting period schedule
- Processing accruals: amount & frequency accruals are calculated
- Accrual termination

Benefit Accrual Policies –

Determines rate at which an employee accrues benefit time

- Default – applied to all new employees added in system
- Tenure
- Hours worked
- Waiting period
- Carryover settings

Accrual Management

- Modify accrual balances
- Zero out accrual balances
- Import accrual balances
- Modify employee hours taken
- Test accruals

Notifications

- Negative balances
- End of a waiting period

Employee self-service

- View accrual balances
- Request time off – automatically updates accrual balances*
- Time off balance report

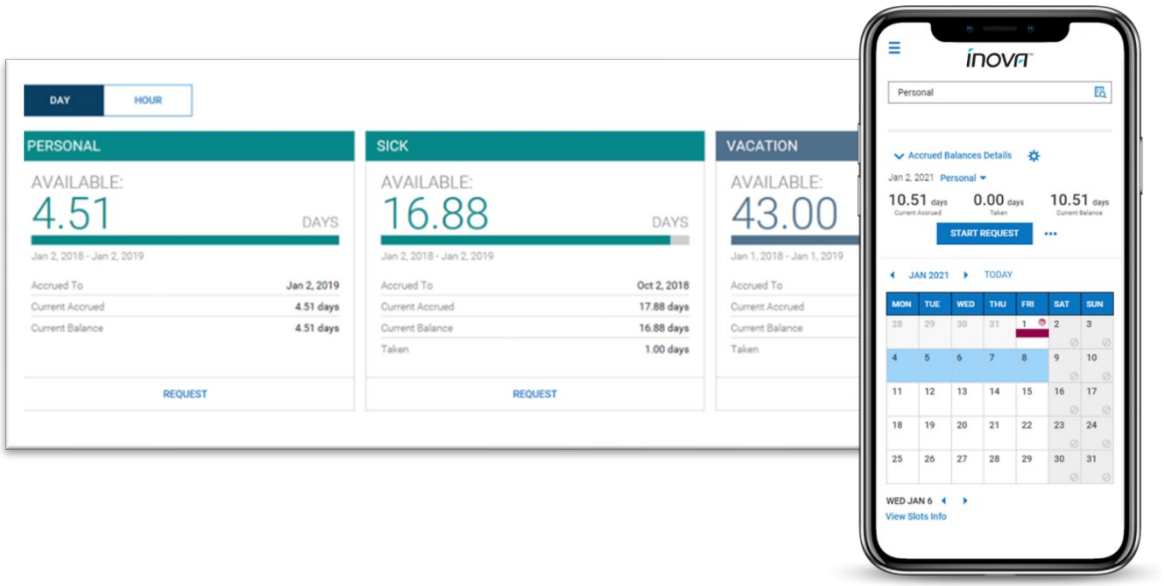
Mobile

- View accrual balances
- Request & Approve time off*
- Accruals reports, visualizations & dashboards
- View time off history
- View open absences*

Payroll

- Calculate accruals in payroll based on hours worked
- Display accrual balance on pay statement

**Requires Time & Labor Module*



Time & Labor Management Module

Automate Tedious, Routine TLM Tasks, and Ensure Greater Compliance

Labor Management

- Employee/Manager self service
- Import/export utility
- Exception handling
- Document storage
- Attendance trends
- Temporary manager (backup) assignment
- Itemized expense tracking
- Employee self-service time off request tool & manager approval workflow
- Time-off planning
- Absence tracking
- Accruals

Scheduling

- Daily, weekly or configurable recurring patterns
- On the fly entries/edits for day-to-day changes
- Dynamic time off durations based on scheduled hours
- Assign employees to schedules or schedules to employees
- View schedule, location, department, job, etc.

Data Collection

- Ethernet-based clocks
- Mag stripe, proximity & bar code badges
- Biometric verification & identification
- Remote hardware management

Pay Rules

- Location
- Cost center (virtually unlimited with optional Parent/Child Relationships with up to 10 levels each)
- Shift differentials
- Pay rule priority
- Auto populated holidays
- Multiple pay periods (weekly, monthly, etc.)
- Time zones
- Nonstandard pay periods
- Employee contract-based pay rules
- Automatic deductions (breaks, meals, etc.)
- Annualization tracking
- Flat pay
- Extra time & guaranteed minimum time
- Grace & rounding

Rate Tracking

- Job costing
- Pay categories (direct, indirect, etc.)
- Multipliers, special rates
- Effective dating
- Counter value calculations
- Piece rate quantity tracking (units, miles, rate req etc.)

Email Notifications

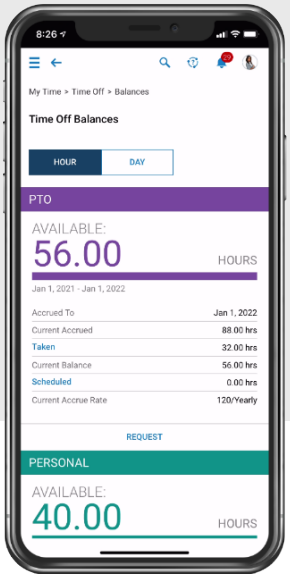
- Standard time off/timesheet request, rejection & approval
- Exception & point notifications
- Company-wide announcements
- Time off requests and approvals

Reports

- 50+ built-in standard reports
- Custom/ ad hoc reports
- Data visualization & dashboarding capability
- Ability to export to 5 formats (CSV, Excel, PDF, HTML, XML, Google Sheets*)
- Saving & sharing reports with quick link access
- Exception reporting
- Time off calendar & roster
- Dynamic drill-down capability
- Security profile settings for defining access
- CMS/PBJ submission

Security

- Permanent, detailed audit trail
- IP address and/or punch restriction
- Application manager/user access profiles
- RSA login authentication
- Single sign on (SSO)
- User/manager configurable user interface
- Virtual code authentication



Punch in/out, view and manage overtime requests and more with our Mobile App!

Leave Management Module

Minimize compliance risk and support your team with accurate and accessible leave options

Request Management

- Leave of absence requests
- Approval of requests
- Rejections of requests
- Management of requests
- Modify balances
- Modification of balances – employee self-service
- Leave of absence workflow - customizable configuration
- Qualifier questionnaire

Views

- View history
- View balances
- Leave of absence calendar
- Entitlement based on leave profile
- Global entitlement report – employee entitlement amount, what has been taken, balance, type of leave, entitlement as of date, taken as of date
- Ad hoc reports

Prerequisites: Requires Accruals Module with Timekeeping



Request & approve leave of absence requests on the **Mobile App!**

Manager Tools

- View leave requests/cases for any employee
- Add new case
- Close existing case

Compliance

- Continuous & intermittent leave tracking
- Automated tracking of leave eligibility, including the hours worked eligibility criteria rule, type & duration
- Automated notifications
- Department of Labor forms

Leave Administration

- Leave profile configuration
- Append HR documents directly to an employee's case record
- Permissions – determine what functionality employees or managers have
- Department of Labor forms

Advanced Scheduler Module

Make better, more intelligent workload and staffing decisions

Build

- Workload planning* - automatically generate shifts based on imported business data
- Optimized schedule generation
- Budget & workload definition
- Shift & schedule definition
- Schedule rule & constraints definition
- Manual schedule planning & editing
- Schedule pattern templates

Fill

- View history
- Schedule groups or individuals
- Schedule to skill & proficiency
- Open shift visibility
- Automatic shift assignment
- Drag & drop fill
- Color-coded availability

Manage

- Schedule change alerts & notifications
- Skill tracking
- Credential & certification tracking*
- Staff management drag & drop shift transfer
- Call list
- Employee availability & preference
- Fatigue management
- Open shift management – automatically displays available employees who meet shift criteria
- Employee self-service: request coverage, shift swap & request open shift
- Timesheet sync** - ensure schedules are posted to employees' timesheets

Measure

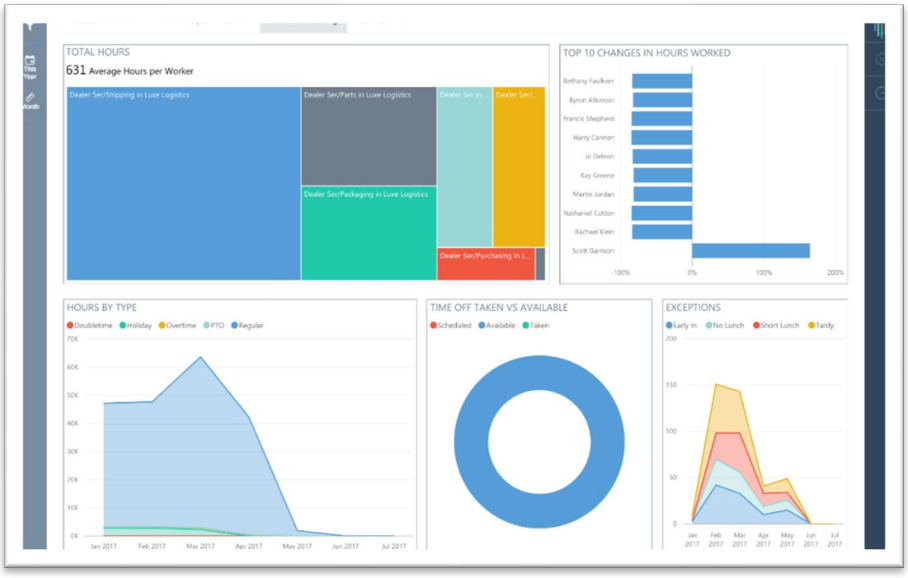
- Reporting
- Coverage graphs & metrics
- Detailed audit trails
- Planned-to-actual schedule metrics
- Data visualization & dashboarding capabilities

Notifications

- Schedule changes
- Shift swap requests
- Coverage requests
- Open shifts posted
- Open shifts requested

**Add-on functionality required*
**Applicable only w/ Timekeeping Module*

Schedule the right employee at the right place using our Mobile App



Performance Management Module

Elevate and Grow Your Team with Clear, Measurable Goals

**Note: HR Module required*

Manage

- Performance development (continuous feedback & goals tracking)
- Configurable performance appraisals
- Definition & measurement of competencies, goals & core values
- Prior & current performance reporting
- Employee self-assessment
- Multiple manager assessment
- Workflow review

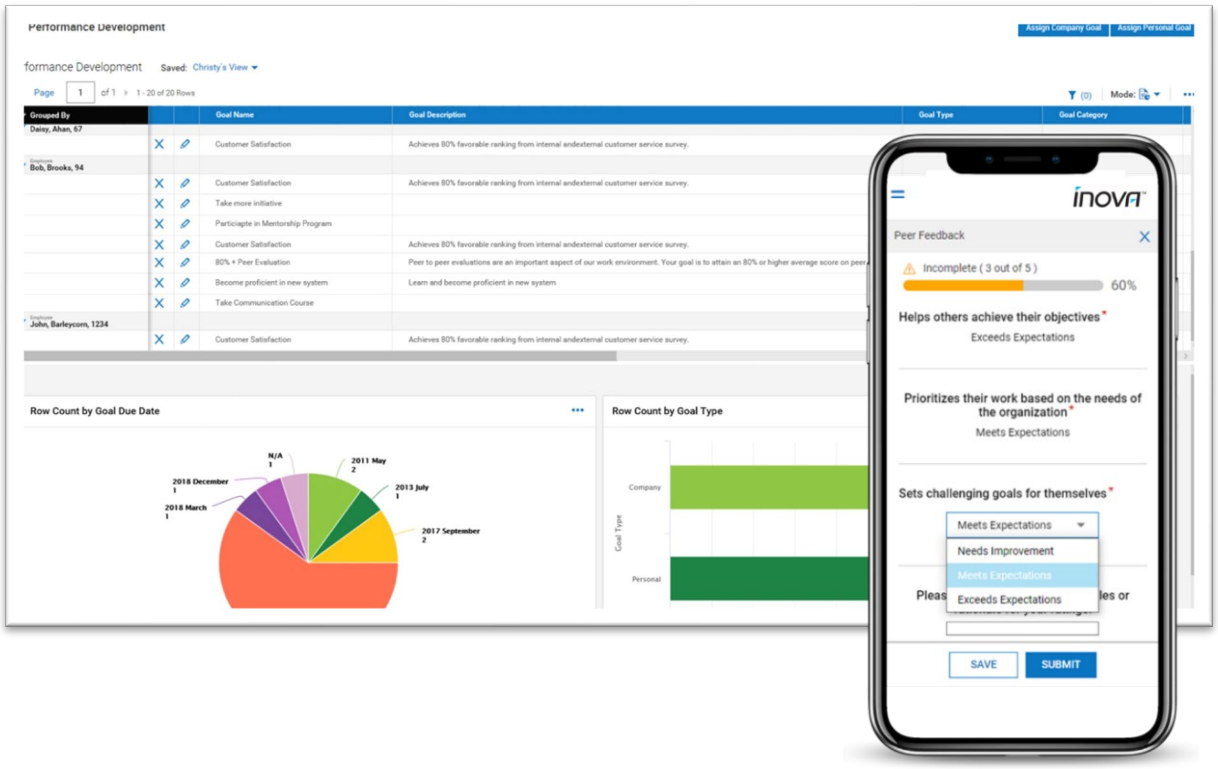
Achieve

- Engage your workforce & create a positive corporate culture
- Retain high-performing employees
- Assess, coach & recognize employees for their achievements

Succession Planning

- Identify & develop top talent
- Interactive charts & graphs
- Build & maintain talent pools
- Engage & retain employees
- View data by metric or employee
- Visible employee performance & potential

Align your entire organization for success!



Employee Engagement

Create an Empowering Employee Experience from Day One

Company Hub

- Announcements, training links, documents, and resources
- Share staff accomplishments
- Single locations for all most up-to-date organization information
- Interactive videos and graphics
- Reinforce culture and brand

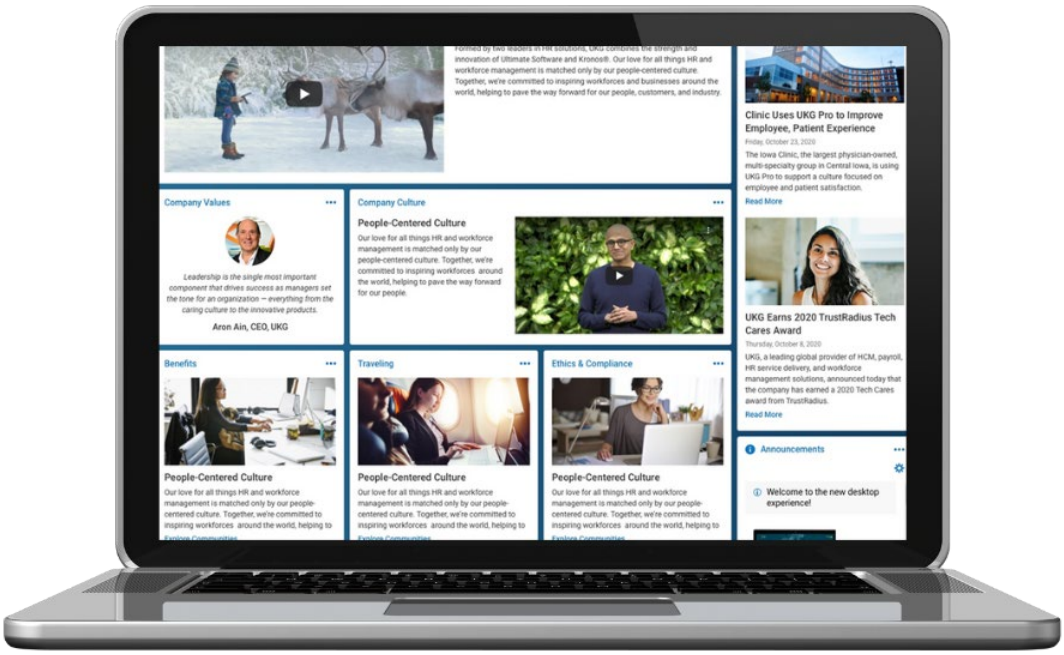
Pre-Hire Onboarding

- Quick hire to get new employees up and running sooner
- Customize checklist with your specific documents
- Easy wizard to walk employees through process
- Enhanced onboarding compliance

Surveys

- Quick flight risk assessments to recognize people most likely to leave
- Understand how employees feel about activities and company initiatives
- Development benchmarks for performance

Inova Company Hub



Talent Acquisition Module

Attract, Recruit, Engage and Retain Top Talent

**Note: HR Module required*

Key Benefits

- Friendly user interface
- Applicant pre-screening tools: screen candidates who do not meet minimum qualifications
- Track applicant recruiting progress
- Resume analyzing tools pull key data including relevant skills, work history & educational background
- Candidates can auto-populate applications from LinkedIn account
- Candidates can search, view & apply for open positions directly from their mobile device
- Ability to create applicant profile for easy reapply of candidates

- Candidate pooling enables sharing applicants across locations
- Send automatic & on-demand emails using templates
- Interview tracking
- Customize applicant questions
- Post jobs on any career site
- Send automated notification to candidates to confirm receipt of their online application
- Applicant information transfers directly to New Hire Record upon hire
- Upload both resumes & photos
- Create/clone job requisitions

Easy Backgrounds*

- Address history
- SSN trace
- County, statewide, federal, national & international criminal record search
- Nationwide sex offender records
- National security & government sanctions
- Employment verification
- Education verification
- Professional references
- Professional license verification
- Driving history
- Nationwide bankruptcy search
- Drug screening & substance abuse
- News/media search
- Workers' compensation claims

**Requires additional module*



ACA Compliance Module

Easy and Automated Year-Round ACA Compliance Management

Note: Payroll module required

Measurement Periods

- Initial & standard measurement configuration: measurement, administration & stability periods

Compliance Alerts

- Minimum value or Affordable plan offered

Notifications

- ACA benefits enrollment
- ACA predicted status change
- ACA status change
- Current benefit plan

IRS Forms

- 1094-C
- 1095-C
- Employee self-service view of the 1095-C form
- Mass population of 1095-C forms
- Mass editing of form fields

Reports

- Employee ACA status
- ACA data detail
- ACA data summary
- Ad hoc reports
- Imports – pull ACA timeline information into system
- Data visualization & dashboarding capabilities
- Form 1094-C employee count: drill down into the numbers reported on Form 1094-C Part III
- ACA account status change history

Year-End Processing

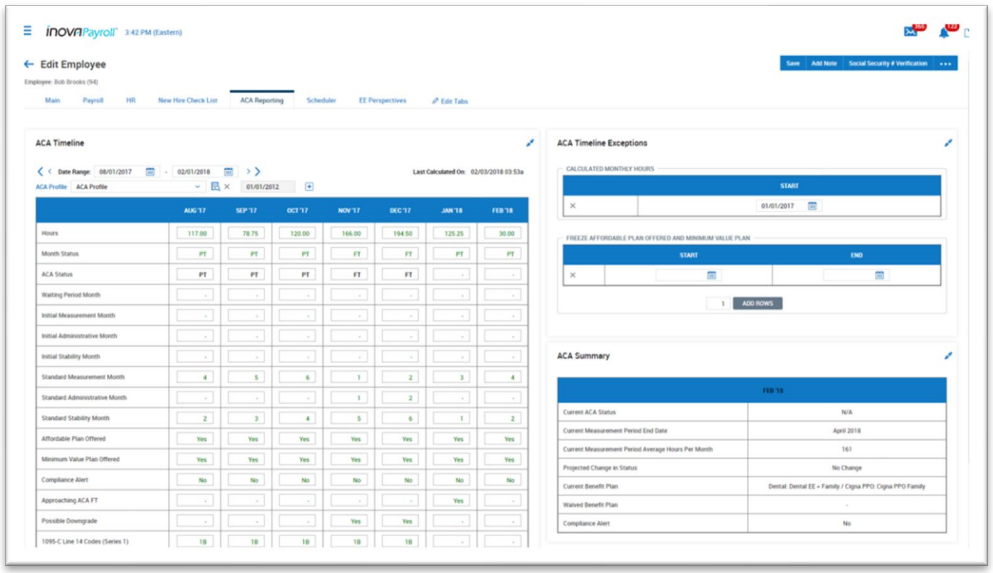
- Year-end process checklist
- Final forms
- Forms delivery: electronic & hard copy to employees
- Format forms to file: AIR submission (e-filing) or paper
- Break-in service rule support
- Corrections: AIR correction & replacement formats supported

Calculations/Profile Rules

- Future possible downgrade to part-time
- Future possible upgrade to full-time
- Monthly hours from payroll* from timesheets*
- ACA status
- ACA profile effective date
- Support for non-variable hour EE waiting period
- Benefit profile configuration
- COBRA tracking

Included Widgets

- ACA Timeline Widget
- ACA Timeline Exceptions Widget
- ACA Summary Widget
- ACA Compliance Overview Widget
- ACA Employee Status History Widget

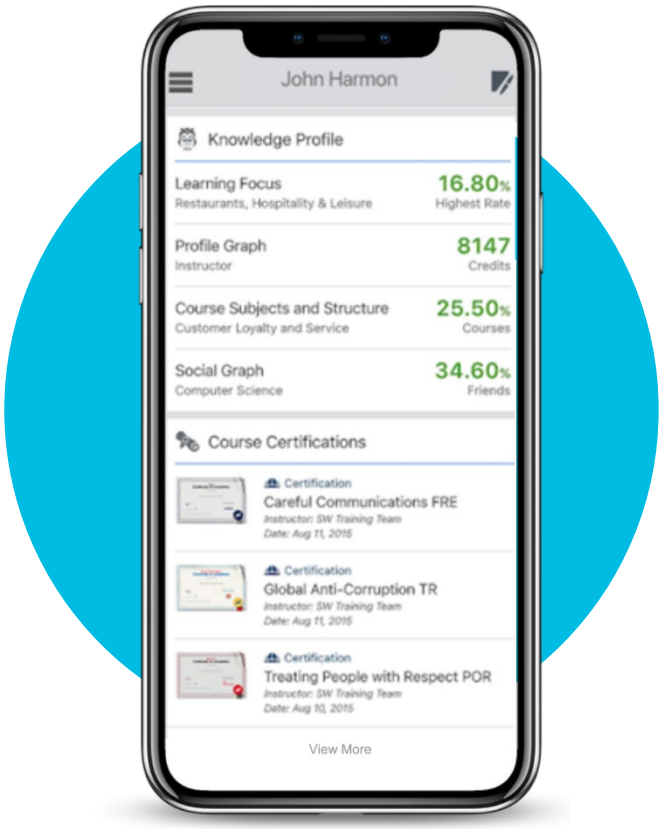


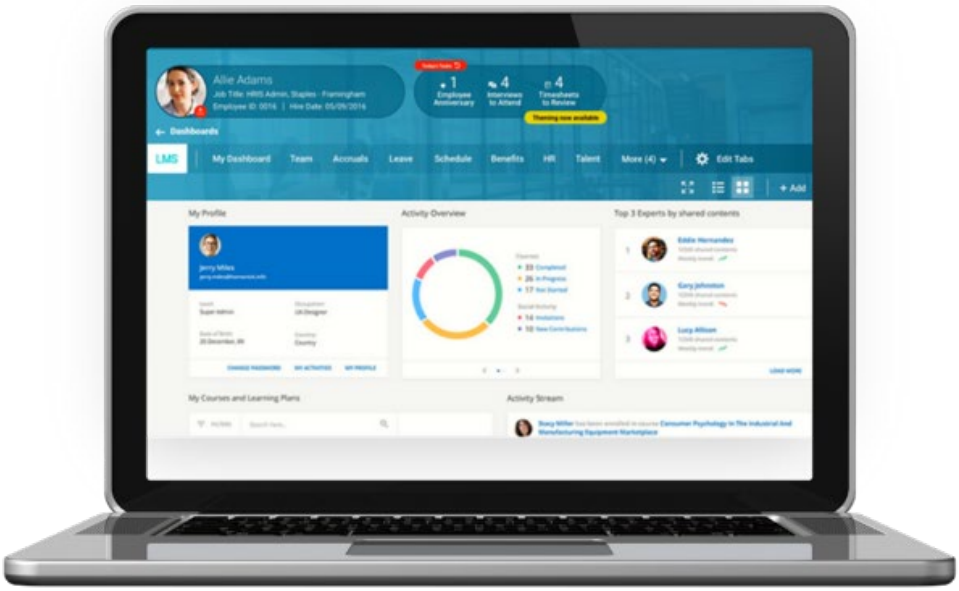
Learning Management Module

Ensure Your Top Talent Stays on Top of Their Game

Key Services

- Drag & drop course & curricula creation
- Store, curate & share any type of content
- Ability to upload content from any source or leverage built-in content marketplace
- Course recommendation engine
- Automated exams & grading
- Groups and discussion boards
- Company & group news feeds
- Peer achievements & badges
- Gamification & leaderboards
- Automated reminders & notifications to ensure employees are completing assigned learning
- KPI tracking & performance level benchmarks
- Real-time insights into employee course completion & learning progress





Integrations

Critical Integrations with Best-in-Class Software to Streamline Reporting, Improve Accuracy, and Eliminate Extra Work

Featured Integrations

Inova and Aspire have partnered to offer a turnkey yet highly customizable end-to-end payroll and HR solution for field service companies. This unified solution is integrated with the Aspire platform to reduce time spent administering HR and payroll.

Working closely with M3, we created an offering tailored to the unique requirements of hotels and hotel management companies. The Inova HCM API integration with M3 Accounting Core and Time Management can save hours of data entry and import/export time across properties.

Through our Sage partnership, Inova offers a time-saving integration of best-in-class payroll and financial software made for HR and accounting pros to ensure labor costs, time entries, and expenses are tracked exactly where you need them in Sage Intacct.

Inova and Acumatica have partnered to offer a time-saving integration of industry-leading payroll and financial software that streamlines payroll journal posting to Acumatica via automatic or push-button API.

Accounting & Finance

- Experian
- HireCredit
- M3 Accounting Core
- National Tax Credit
- Origami Risk
- Sage Intacct
- Acumatica
- Quickbooks desktop and QBO
- Xero

Benefits

- Allstate Identity Protection
- BenefitFirst
- Bswift
- ComPsych
- Empower
- Further
- PlanSource
- StreamlineVerify
- Total Administrative Services Corporation (TASC)
- Wex Health
- And all major carriers

Early Wage Access

- Instant Pay
- Rain
- ZayZoon
- Spentra

Hiring & HR

- ApplicantPro
- Attendance on Demand
- Bonusly
- Efficient Hire
- Epicor HCM
- Equifax
- goHappy
- Greenhouse
- Homebase
- Indeed
- M3 Labor Management
- Payscale Payfactors
- Relias Learning
- Snap Schedule
- SwipeClock
- TalentLMS
- Talent Reef

Industry-Focused

- Aspire, a ServiceTitan Company
- M3 Accounting Core
- M3 Labor Management
- QSR

Retirement

- Alerus Financial
- Ascensus
- ePlan
- ErisaConsultants
- John Hancock
- PenServ
- Principal
- Prudential
- QSR
- And many others

Workers Comp Insurance

(pay-as-you-go)

- ECOMP
- InsurePay (Split Limit Studios/Trupay)
- Smartpay
- AP Intego

Implementation Process

Successful Onboarding Results in Stronger, Long-term Relationships

At Inova, we take great pride in creating an individual project plan for each new client to map out a successful journey, ensure open communication and foster positive relationships. Setting proper expectations is key.

Project Approach

1. Initiating

- Scoping Call
- Signed Statement of Work
- Kick-off Call

2. Discovery

- Complete Discovery Documents
- Executive Sponsor Approves Discovery

3. Configuration

- Inova Team Builds
- Client Completes Learning Center Trainings
- Executive Sponsor Signs Off on Configuration

4. Testing

- Dual Punching
- Parallel Payroll Comparison
- Executive Sponsor Approves Site Functionality

5. Go Live

- First Live Punch
- First Live Payroll

6. Configuration

- Warm Handoff to Dedicated Account Manager
- Inova Implementation Team Owns/Resolves Open Items

Our Service Promise

Service That's Immediate, Personal, Effective and Memorable

Our remarkable people are committed to building a strong relationship with you while exceeding your expectations. When you're happy, we're happy. It's that simple. The Inova Difference is evidenced with our high ratings on G2 and nothing pleases us more than being recognized with the "Users Love Us" badge.

With a steadfast focus on timely, personal and effective support, we provide the level of service that today's employers are often promised, but rarely receive. Inova was founded on a commitment to deliver a higher level of service. It's why we're here. Attentive, responsive, knowledgeable, friendly and top-notch are words our clients have used to describe our service. That's because we see every payroll and every touchpoint as a chance for us to delight our clients. And delight is our service promise.



Client services has been incredible since day one. I think it's only gotten better, if that was possible.

Elizabeth Chrisman
Head of HR, Sperber Landscape Companies

Price Proposal

Exhibit D Follows





California Connections Academy
Richard Savage
Executive Director
33272 Valle Road
San Juan Capistrano CA 92675
ssavage@calca.connectionsacademy.org

Quote ID: 0623-5997
Charter Impact
Quote Date: 06/14/23
Valid Until: 09/15/23
Sales Rep: Bradley Moon
Phone: 909-568-2836
bmoon@inovapayroll.com

Monthly Fees	Qty.	Selected	Unit Price	Estimated $	Annualized
Payroll + Time PEPM	400	YES	$8.25	$3,300.00	$39,600.00

Includes:

- Labor Management Module
- Employee & Manager Self Service
- Accruals
- Attestation
- Basic Scheduling
- Reporting
- Pay Rules & Rate Tracking
- Payroll Processing
- New Hire Reporting
- Direct Deposit/ACH
- Accruals
- Federal & State Tax Service
- General Ledger Download & Mapping
- Workers Comp Calculations
- Employee Self Service / Mobile App
- Retirement Integration with CI's Preferred Provider
- Standard Reports
- Custom Report Creation Capability
- Year End & 1099 Tax Filing Services*
- * Does Not Include Forms W-2, 1095 & 1099
- ACA Monthly Compliance Measurement/Alerts
- Onsite Check Printing Includes Check Stock

Human Resources (HRIS)	400	YES	$4.00	$1,600.00	$19,200.00

Includes:

- Recruiting/Applicant Tracking
- Electronic Employee Onboarding
- Asset Management
- Electronic Employee Offboarding
- Performance Management
- Training & Certifications Management
- Compensation Management
- Incident Tracking
- Benefit Administration
- Position Management
- Compliance & Reporting
- ACA Monthly Compliance Alerts

Benefit Carrier Connections	400	YES	$1.00	$400.00	$4,800.00
COBRA Administration	400	YES	$1.00	$400.00	$4,800.00
People Insights - Lite	400	YES	$0.60	$240.00	$2,880.00
401k Integration - EB - 180°	400	YES	$0.60	$240.00	$2,880.00

Total Monthly Fees	**$6,180.00**	
Annualized Total		**$74,160.00**

End of Year Fees	Qty.	Selected	Unit Price	Estimated $	Annualized
W2/1099 Forms	500	YES	$6.95	$3,475.00	$3,475.00
1095 Forms	500	YES	$6.95	$3,475.00	$3,475.00
			Total End of Year Fees	**$6,950.00**	
			Annualized Total		**$6,950.00**

One-Time Implementation/Training/Data Conversion Fee(s)	Hrs	Selected	Unit Price	Estimated $	Annualized
Benefit Carrier Connections Setup	1	YES	$650.00	$650.00	
COBRA Administration		YES	$650.00	$650.00	
Recruiting/ATS Implementation	0.3	YES	$135.00	$675.00	

Includes:

- Client will have the choice to do as much self-setup as they desire to reduce cost
- Should project exceed budgeted hours your HR Implementation Resource will update you.
- Project hours beyond budget are billed at $135 per hour

401k Integration - EB - 180°		YES	$650.00	$650.00	
E-Verify		YES	$75.00	$75.00	
Payroll + Time Implementation				$5,940.00	
HR Enterprise Implementation	43			$5,760.00	

- Estimated based on a percentage of the service category monthly fee.
- Hourly rate of $135 per hour is used to determine the projected hours.
- Total hours used may be more or less than projected scope.
- Inova's implementation team will work with you to prioritize deployment objectives and timing.
- Each client may elect to self-implement many features to reduce project hours.

	$14,400.00	

Implementation fees are based on historical experience in setting up and training on each service. Final implementation fees may vary due to scope and changes. Any additional hours required beyond what is included will be quoted and billed upon client approval.

Total Estimated Fees	
Estimated Annual Per Year	**$81,110.00**
One-Time Implementation	**$14,400.00**

Client Signature (Sign & Date)

CHARTER IMPACT

Payroll/HRIS System Proposal

NEW SCOPE WITH INOVA PARTNERSHIP

Added Services are in GREEN

EMPLOYEE RECRUITING & ONBOARDING *(Optional)*

1. **Provide a system for schools to electronically manage new hire onboarding (including mobile or online self-service options)**
2. **Create an employee self-service portal to reduce manager/HR time and paperwork**
3. **Electronically store all required HR forms**
4. Complete required compliance documentation such as:
   a. CALPADS staff demographic information form
   b. W-4 form and instructions
   c. DE-4 form and instructions
   d. I-9 form and instructions
   e. Direct deposit form
   f. Employment contract

HUMAN RESOURCES & BENEFITS *(Optional)*

1. **Establish single database for all employee data, including the ability to**
   a. **Provide paperless documents & forms management**
   b. **Provide employees with HR-related email notifications and reminders**
   c. **Create customizable reporting and analytics (including People Insights Analytics for benchmarking)**
2. **Establish employee & manager self-service online portal for easy access to edit and track demographics, pay (e.g., stipend), certification, and other changes**
3. **Establish automated workflows & notifications for all processes**
4. **Provide open enrollment and qualifying events to employees to electronically manage open enrollment and qualifying events**
5. **Establish direct link to health care providers to electronically submit changes**
6. **Provide talent management, including performance reviews and incident tracking**

TIME & ATTENDANCE

1. Create customized time and attendance rules through a variety of options:
   a. Time entry
   b. **Mobile and/or online time punches**
   c. **Physical time clocks *(equipment charge applies)***
   d. **Electronic sick, vacation, and PTO requests**
2. **Accurately track and calculate requirements for CA labor law (e.g., meal break penalties)**
3. **Pre-program holiday and vacation breaks**
4. **Provide leave management support**
5. **Utilize single database to house Time and HR systems**
6. **Track and report sick, vacation, and PTO balances**

PAYROLL PROCESSING

1. Maintain employee static pay information in a payroll database
2. Set up employee cost coding to ensure SACS code compliance
3. Process status updates, new hires, terminations, and/or informational changes in payroll

system

4. Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
5. Process regular scheduled payroll and provide direct deposits, paper checks
6. Process supplemental payroll runs including:
    a. Involuntary terminations - checks will be prepared ahead of time and provided to the school on the termination date
    b. Voluntary terminations without notice - checks will be prepared and delivered to employee within the time frame required
    c. Scheduled bonuses/stipends
    d. Additional unscheduled/emergency payroll runs
7. Process and pay all federal and state payroll tax payments according to required guidelines
8. Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
9. Prepare, review, and distribute W-2s to all employees
10. **Provide check stock to support onsite check printing (if requested)**

RETIREMENT REPORTING

1. Create reports and submit to the County by the due date assigned
2. Work directly with the County and CalSTRS / CalPERS on questions and required supplemental reporting such as:
    a. F496 files to SEW (if applicable)
    b. CalPERS contributions directly in the CalPERS website
    c. Newly elected or mandatory qualified members into the CalSRS website
    d. New appointments for CalPERS members (newly elected or modifications)
    e. Entries and corrections from payroll through the CalPERS (Public Employees' Retirement System) and CalSTRS (State Teacher's Retirement System)
3. Ensure all STRS and PERS payments are made before the due date via ACH, EFT, or Check.
4. Provide ongoing updates to Client staff regarding:
    a. Processes and procedures related to pension programs
    b. Changes to eligibility and classification
    c. Compensation Limits
    d. Rate changes
5. Monitor and manage CalSTRS, CalPERS and CROWE audits
6. Manage internal audits, corrections, and reconciliations of pension plan input
7. Process 403(b) retirement plan deductions, if applicable, submit payments to the third-party administrator in compliance with State and Federal laws

GENERAL SUPPORT

1. Provide support and assistance with creation of internal processes and procedures, forms and tracking systems
2. Provide assistance and project leadership with payroll audits
3. Provide training on internal payroll processing as necessary
4. Proactively provide notification on minimum wage changes, new leave benefits, Ed Code, retirement laws and other payroll regulations.

CHARTER IMPACT

CURRENT PRICING STRUCTURE

- Payroll processing and retirement reporting - $100 base plus $2.75 per employee per pay period
- Garnishment reporting - $2.50 per occurrence
- New employee reporting - $3.50 per occurrence
- Payroll delivery via FedEx - $35.00 per occurrence, per 50 employees
- Quarterly/Annual Reporting - $20.00 per occurrence
- Form W-2 - $5.75 each
- AATRIX late processing fees – based on a reimbursement of fees charged by AATRIX for priority processing of tax payments.

NEW PRICING STRUCTURE

- CI Tier 1 + Inova Tier 2 payroll and retirement service support - $8.00 per employee per month
- Time and payroll processing software - $9.00 per employee per month
- HRIS - $6.00 per employee per month
- Onboarding - $2.00 per employee per month

COST COMPARISON

	CI + Inova Proposed (PEPM)			
School	**CI Processing**	**Inova Payroll / Time Software**	**Inova HRIS Software**	**Inova Onboarding & Recruiting Software**
CA Connections	**$8.00**	**$9.00**	**6.00**	**$2.00**

Total cost for CI service and Inova software and support is $25 PEPM for full suite of Inova/UKG modules.

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One-Time Implementation Fee: $14,400.00

Accepted and Agreed, as of the date below:

CALIFORNIA CONNECTIONS ACADEMY

Signed: _____

Name: Richard S Savage

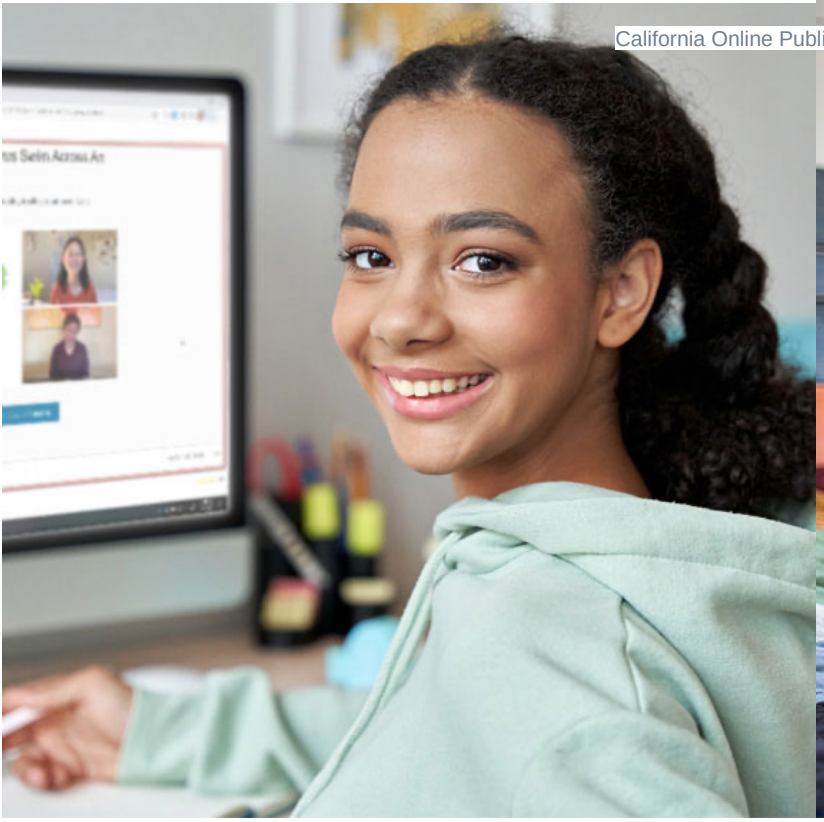
Title: Superintendent

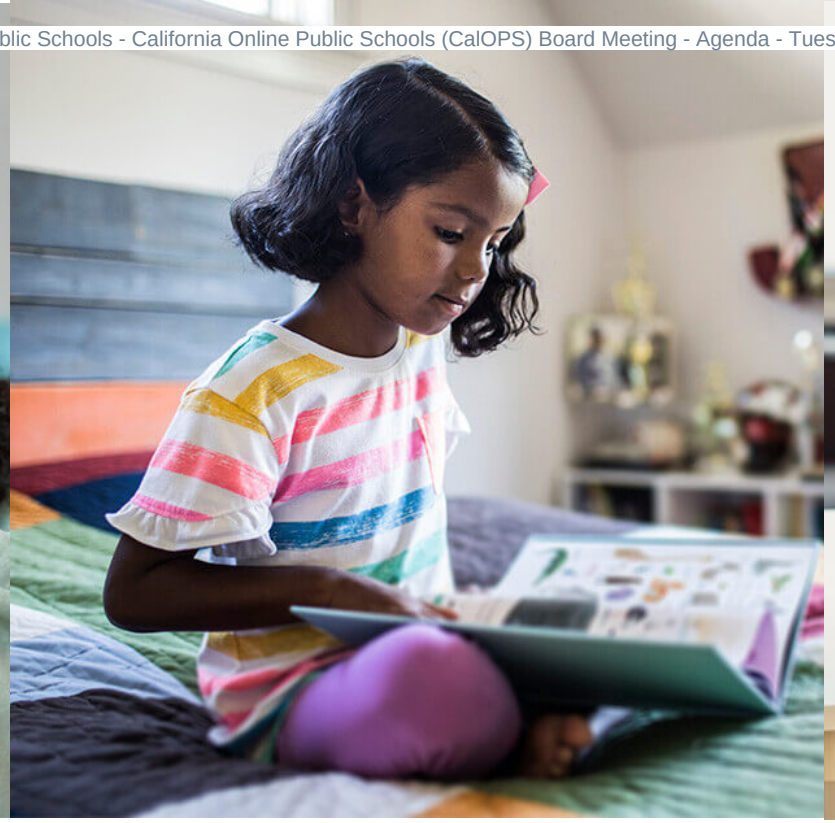
Date: 9/21/2023

Coversheet

Approval of Concur Contract (attached)

Section: V. Action Items
Item: D. Approval of Concur Contract (attached)
Purpose: Vote
Submitted by:
Related Material: Concur Presentation.pdf







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Philip Valle
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- Approve expense reports

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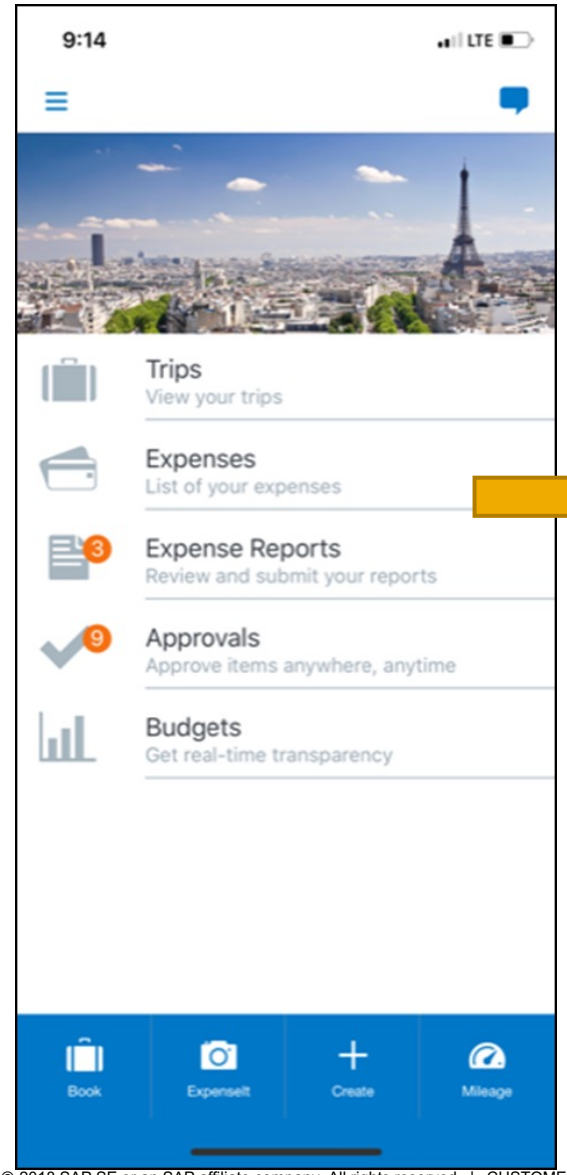





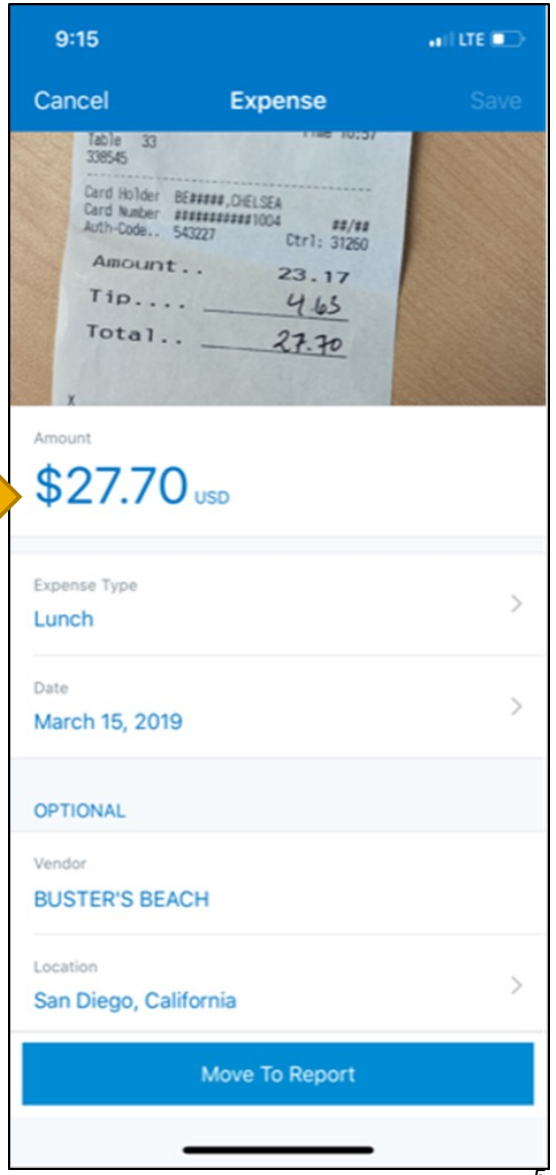

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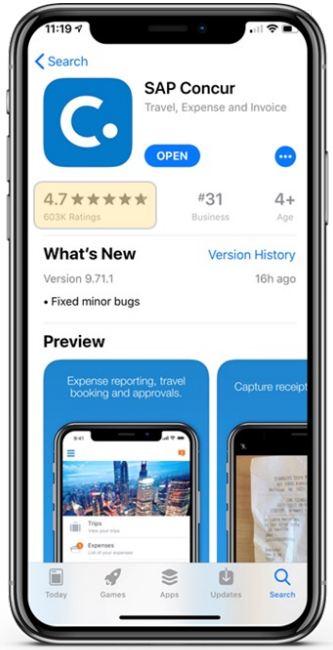

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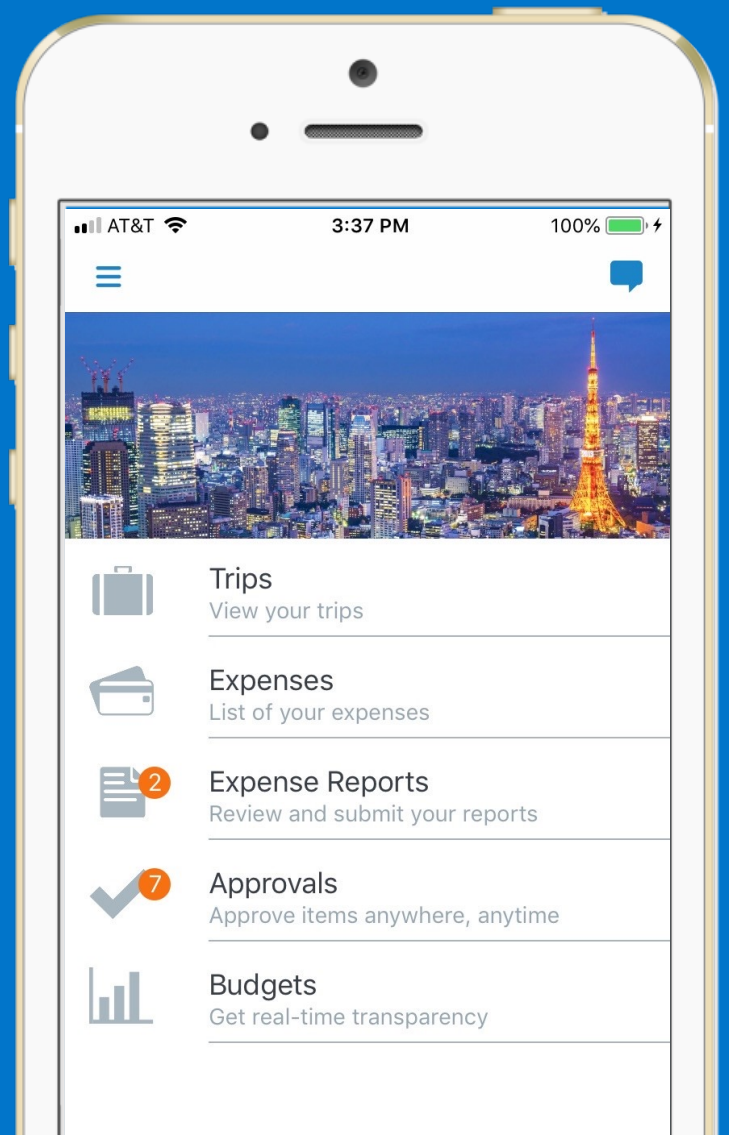

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Questions?

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