



California Online Public Schools (CalOPS)
A California Nonprofit Public Benefit Corporation
BOARD MEETING

GOVERNING BOARD for:
CalCA Central Coast
CalCA Central Valley
CalCA Monterey Bay
CalCA North Bay
CalCA NorCal
CalCA Southern California

Notice is of Further Adjournment per Brown Act; Cal. Gov't Code §54955

hereby given to the members of the
California Online Public Schools Board and the general public that the
California Online Public Schools Board will adjourn the meeting originally scheduled for Tuesday,
February 22, 2022 at 3:30 p.m. and Thursday, February 24, 2022 at 5:00 p.m. to continue the meeting, which
will be open to the public on:

Date and Time:

Wednesday, March 9, 2022 at 5:30 p.m. PT

Telephone Conference Call Locations:

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
2142 E. Yosemite, Merced, CA 95340
1201 Cara Road, Dinuba, CA 93618
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536



California Online Public Schools (CalOPS)
A California Nonprofit Public Benefit Corporation
BOARD MEETING

GOVERNING BOARD for:
CalCA Central Coast
CalCA Central Valley
CalCA Monterey Bay
CalCA North Bay
CalCA NorCal
CalCA Southern California

Notice is of Adjournment per Brown Act; Cal. Gov't Code §54955
hereby given to the members of the
California Online Public Schools Board and the general public that the
California Online Public Schools Board will adjourn the meeting originally scheduled for Tuesday,
February 22, 2022 at 3:30 p.m. to continue the meeting, which will be open to the public on:

Date and Time:
Thursday, February 24, 2022 at 5:00 p.m. PT

Telephone Conference Call Locations:
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
2142 E. Yosemite, Merced, CA 95340
1201 Cara Road, Dinuba, CA 93618
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536



California Online Public Schools (CalOPS)
A California Nonprofit Public Benefit Corporation
BOARD MEETING

GOVERNING BOARD for:
CalCA Central Coast
CalCA Central Valley
CalCA Monterey Bay
CalCA North Bay
CalCA NorCal
CalCA Southern California

Notice is hereby given to the members of the
California Online Public Schools Board and the general public that the
California Online Public Schools Board will hold a meeting open to the public on:

Date and Time:

Tuesday, February 22, 2022 at 3:30 p.m. PT

Telephone Conference Call Locations:

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
2142 E. Yosemite, Merced, CA 95340
1201 Cara Road, Dinuba, CA 93618
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536

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 Deborah Larson at (949) 461-1667 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.

BOARD AGENDA

- I. Call to Order – D. Rivas
- II. Roll Call – D. Rivas
- III. 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>.

- IV. Routine Business
 - a. Approval of Agenda – D. Rivas
- V. Consideration and Approval of Interim Executive Director – D. Rivas
- VI. Oral Reports
 - a. Interim Executive Director's Report (MSRs attached) – R. Romero
 - i. State Testing Update
 - ii. Graduation Plans Update
 - iii. WASC Update
 - b. Principals' Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
 - c. CalCA Financial Report (attached) – L. Carter
 - i. Consolidated Financial Report (attached)
 - ii. CalCA Central Coast Financial Report (attached)
 - iii. CalCA Central Valley Financial Report (attached)
 - iv. CalCA Monterey Bay Financial Report (attached)
 - v. CalCA North Bay Financial Report (attached)
 - vi. CalCA NorCal Financial Report (attached)
 - vii. CalCA SoCal Financial Report (attached)
 - viii. Special Education Service Contracts Update
 - ix. Budget Development Process Update
 - d. Policy and Compliance Report (attached) – F. Sassin
 - i. Form 700 Reminders
 - ii. COVID Updates
 - iii. Handbook Updates (attached)

- VII. Consent Items
 - a. Approval of Minutes from the January 25, 2022 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Pearson Invoice(s) (attached)
 - d. Approval of Draft Second Interim Reports (attached)
 - e. Approval of Consolidated Applications for the 2021-2022 School Year (attached)
 - f. Approval of School Safety Plan (attached)
 - g. Approval of Revision(s) to COVID Safety Plan (attached)
 - h. Approval of Resolution of the Board of Directors to Authorize Bank Account(s) (attached)
 - i. Approval of Granting High School Diplomas to Students who meet the Requirements of AB 104 (attached and sent under separate cover)
- VIII. Action Items
 - a. Approval of Audit Firm and Tax Form Engagements for the 2021-2022 School Year (attached) – F. Sassin/ L. Carter
 - b. Approval of Board Designee to work with the Director of Business Services to Negotiate, Finalize, and Execute the NorCal Lease Notice Letter and Final Lease (attached) – F. Sassin
 - c. Approval of 2021-2022 Local Control & Accountability Plan (LCAP) Annual Update Supplement (attached) – R. Romero
 - d. Approval of Statements of Agreements (SOA) between CenCA Central Coast, CalCA Monterey Bay, CalCA North Bay, CalCA NorCal, CalCA SoCal with Pearson Virtual Schools (attached) – L. Johnson
 - e. Approval of Revised Board Meeting Schedule (attached) – F. Sassin/ L. Coleman
- IX. Information Items
 - a. State Accountability Update – L. Dombek/ F. Sassin
 - i. A-G Completion Improvement Grant Plan (attached)
 - b. Legislative Update (attached) – F. Sassin
 - c. School Success Partner (SSP) Update – L. Johnson
 - d. Academic Success Partner (ASP) Update – M. Brown
 - i. Key School Metrics (attached)
 - e. Board Relations (BR) Update – L. Coleman
 - i. National Charter Schools Conference (NCSC): Washington, DC, June 19-22
 - f. Sponsoring District(s) Update – R. Romero/ F. Sassin
 - i. Memorandum of Understanding (MOU) Update
- X. Adjournment and Confirmation of the Next Meeting – **TBD**

Agenda publicly posted by: Friday, February 18, 2022

At: <https://www.connectionsacademy.com/california-online-school/overview/governance>

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

2142 E. Yosemite, Merced, CA 95340

1201 Cara Road, Dinuba, CA 93618

8803 Cardinal Avenue, Fountain Valley, CA 92615

8422 Madison Avenue, Fair Oaks, CA 95628

3753 W. Norberry Street, Lancaster, CA 93536

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Central Coast

Report Date

January 31, 2022

Currently Enrolled

103

Total YTD Enrolled

118

Enrollment Services Complete (Stage 4)

133

Enrolled Students by County

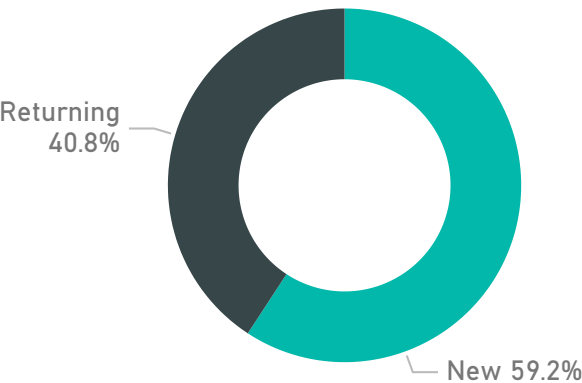


California Connections Academy Central Coast
January 31, 2022

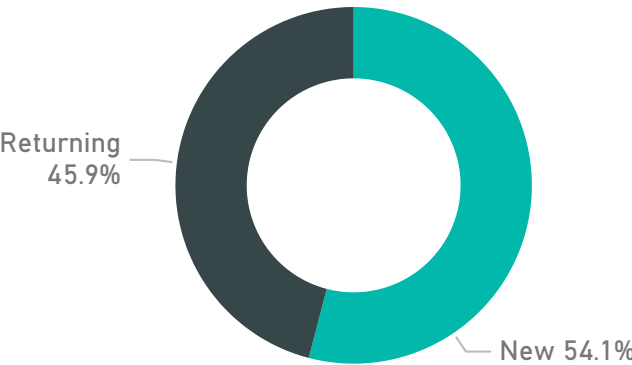
Current Enrollment Month-Over-Month Change
7%

Current Enrollment Year-Over-Year Change
39%

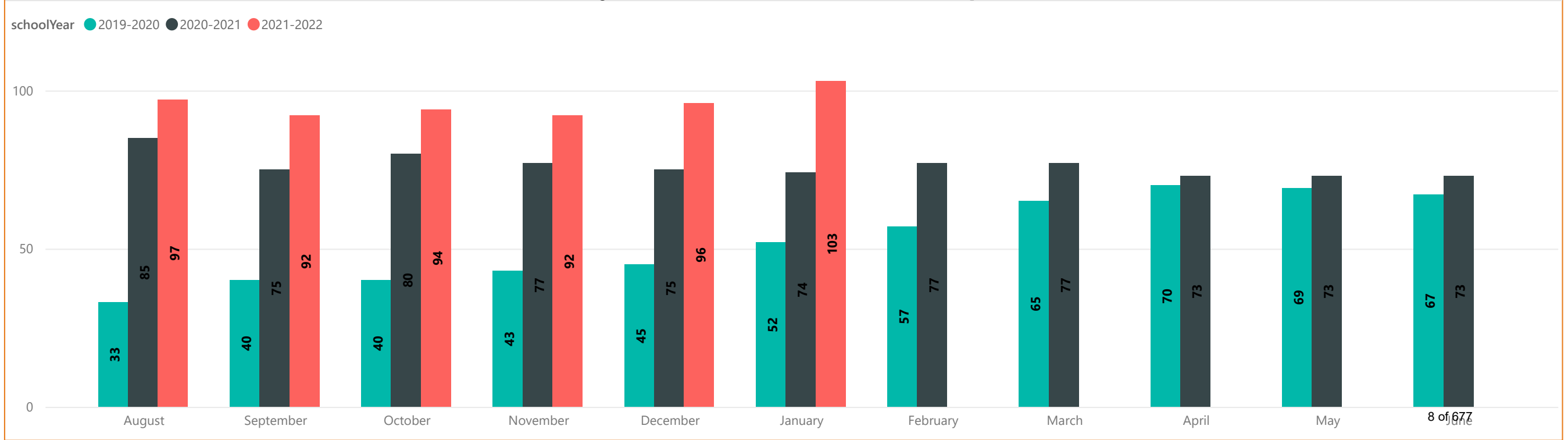
New and Returning



New and Returning Prior Year



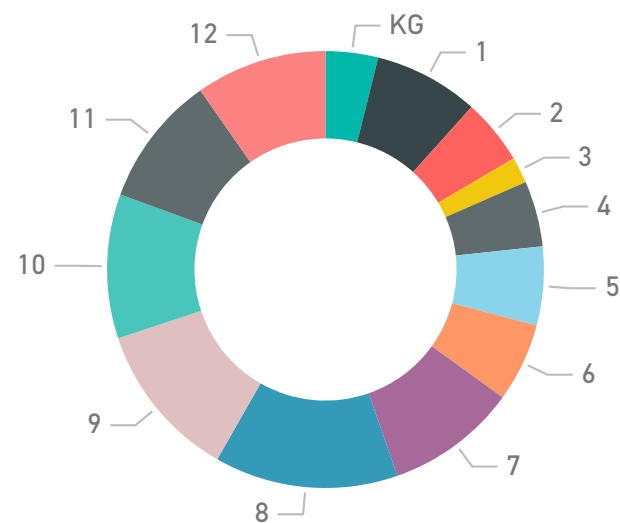
Monthly Student Current Enrollment Comparison



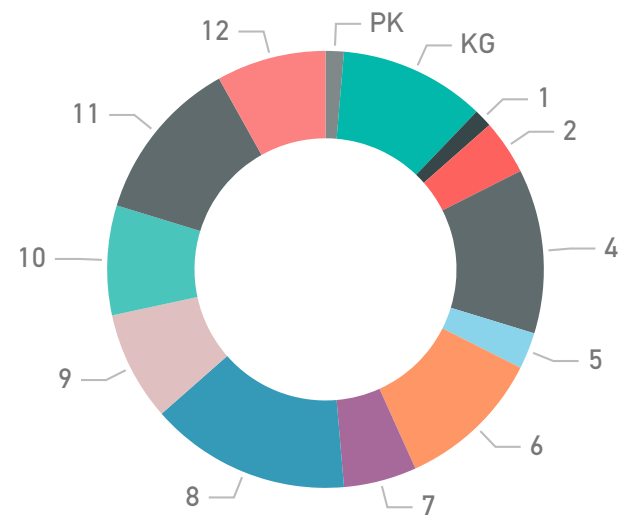
California Connections Academy Central Coast

January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

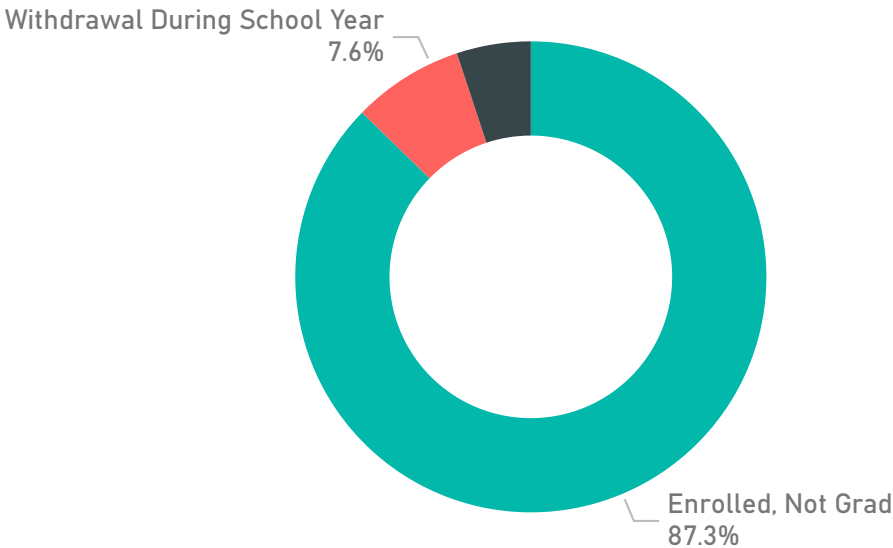


Grade Distribution

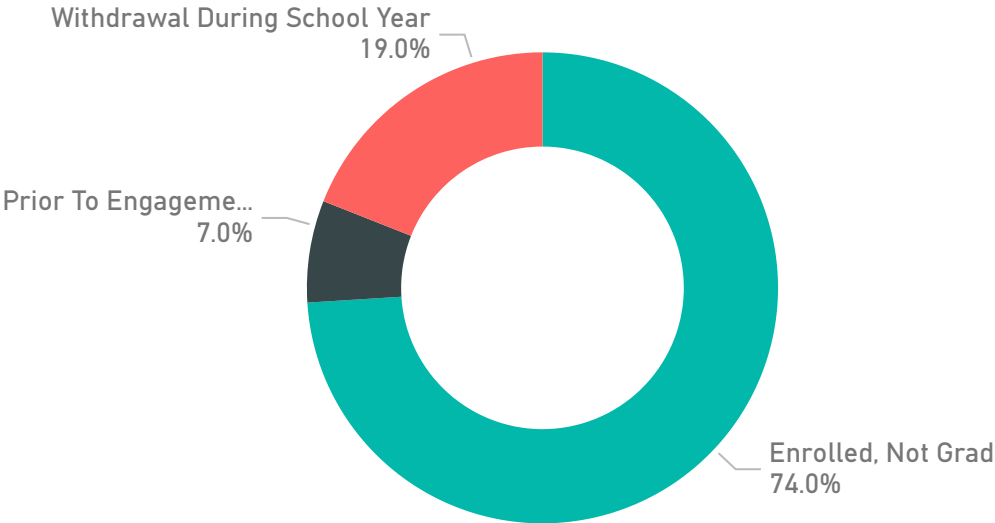
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	13	18%	13	18%	17	18%	17	17%
PK	1	1%	1	1%				
KG	8	11%	7	10%	4	4%	4	4%
1	1	1%	2	3%	8	8%	8	8%
2	3	4%	3	4%	5	5%	5	5%
3-5	11	15%	12	16%	12	13%	13	13%
3			1	1%	2	2%	2	2%
4	9	12%	8	11%	5	5%	5	5%
5	2	3%	3	4%	5	5%	6	6%
6-8	23	31%	24	33%	26	27%	30	29%
6	8	11%	8	11%	5	5%	6	6%
7	4	5%	5	7%	10	10%	10	10%
8	11	15%	11	15%	11	11%	14	14%
9-12	27	36%	24	33%	41	43%	43	42%
9	6	8%	5	7%	12	13%	12	12%
10	6	8%	5	7%	10	10%	11	11%
11	9	12%	9	12%	9	9%	10	10%
12	6	8%	5	7%	10	10%	10	10%
Total	74	100%	73	100%	96	100%	103	100%

California Connections Academy Central Coast
January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	74	74%	73	72%	96	86%	103	87%
Prior To Engagement	7	7%	7	7%	7	6%	6	5%
Withdrawal During School Year	19	19%	22	22%	9	8%	9	8%
Total	100	100%	102	100%	112	100%	118	100%

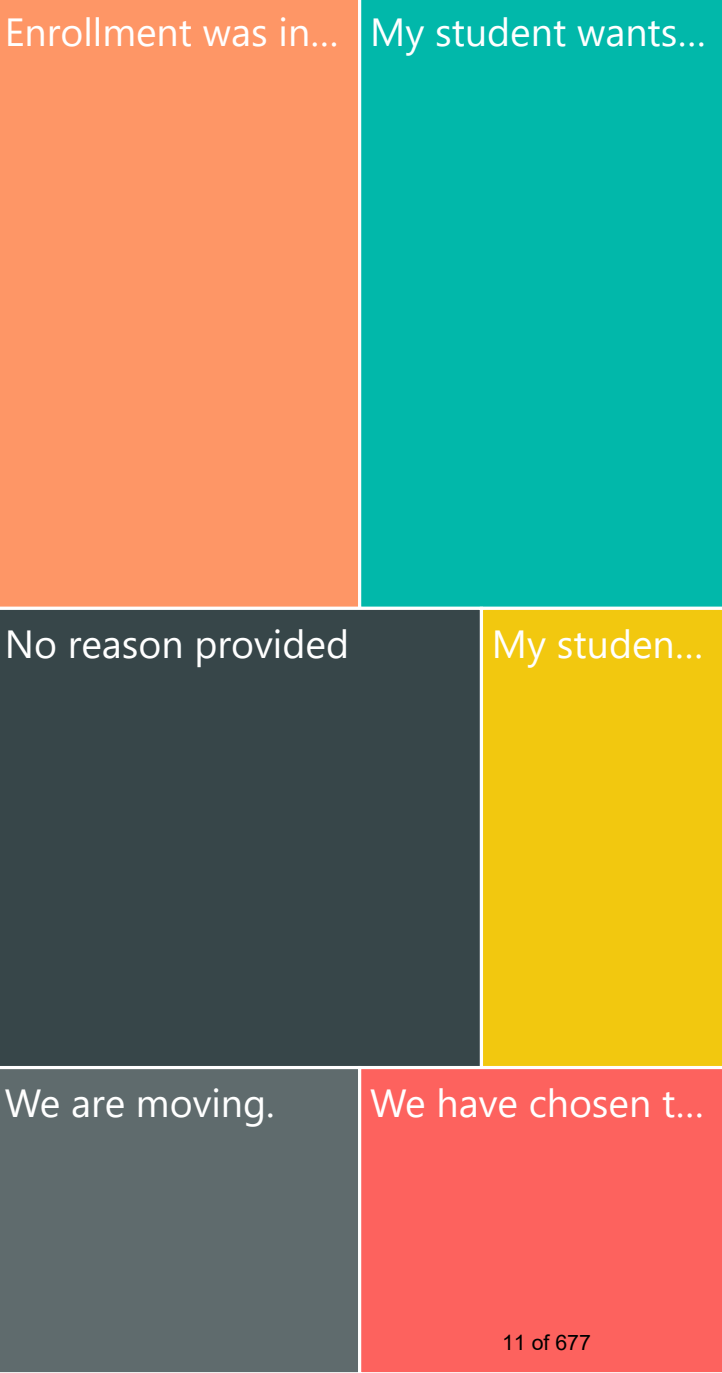
Enrollment Services Complete (Stage 4)

133

California Connections Academy Central Coast
January 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Another Reason			2	2
Different/Better Schooling Option (Not related to socialization)	2	2	2	2
Generally dissatisfied with curriculum/course options	1	1		
Inactivity	5	5		
No Reason Given	6	7	2	2
Program takes too much of Learning Coach's time	1	1		
Student wants more socialization	1	3	1	1
Transition to virtual school too difficult	1	1		
We are moving	2	2	1	1
We have chosen to home school			1	1



California Connections Academy Central Coast

January 31, 2022

Household Data

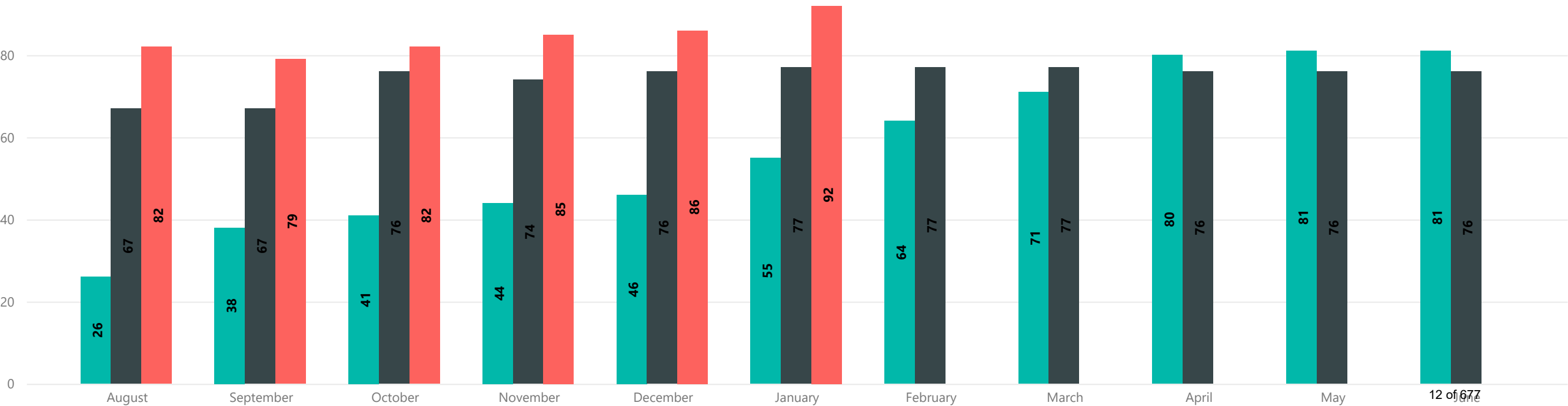
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	61	57	74	80
WD During School Year	13	16	8	8
WD Prior To Engagement	4	4	6	5

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.21	1.28	1.30	1.29

Monthly Total Households

schoolYear 2019-2020 2020-2021 2021-2022



California Connections Academy Central Coast

January 31, 2022

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	23	26	41	43
Not Hispanic or Latino	50	46	54	59

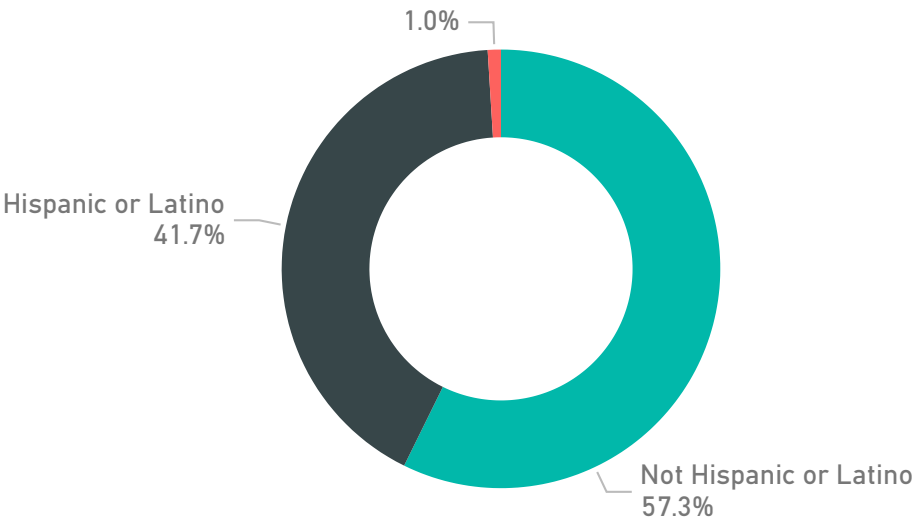
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	6	7	14	14
Asian	4	4	5	5
Black/African American	5	6	13	13
White	66	67	74	81

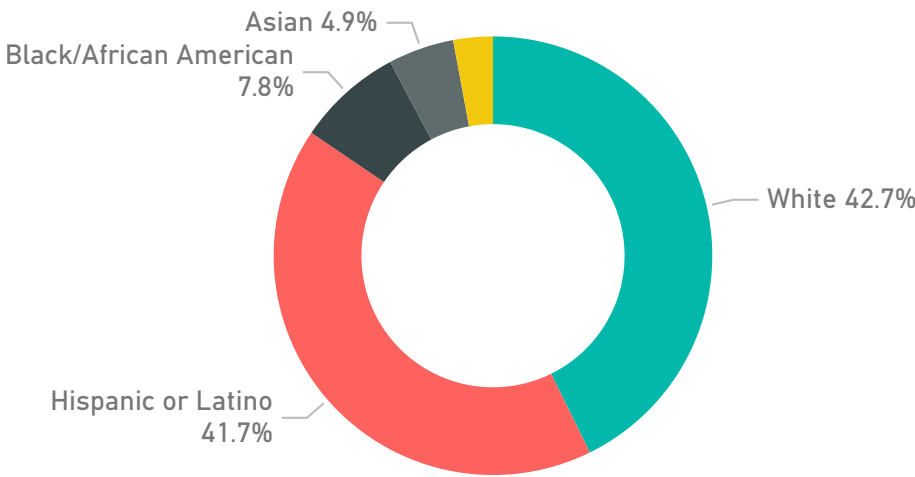
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Asian	3	3	5	5
Black/African American	2	2	8	8
Hispanic or Latino	23	26	41	43
Multiple Races	4	4	3	3
Not Indicated	2			
White	40	38	39	44

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Central Coast
January 31, 2022

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	44	44	58	61
M	30	29	38	42

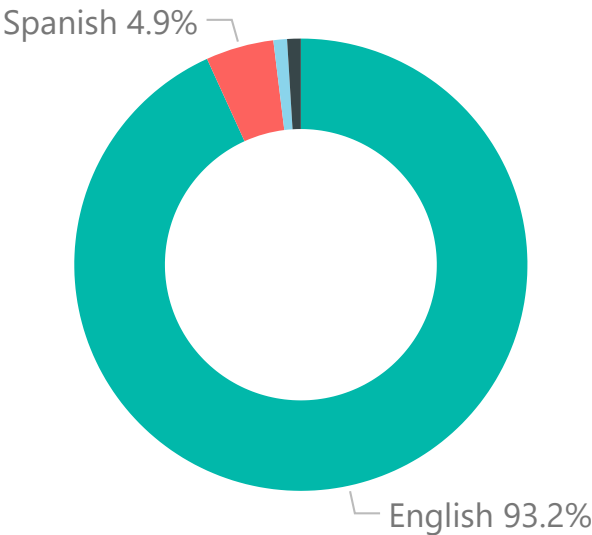
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	71	69	90	96
Spanish		3	4	5
Russian			1	1
No Language Reported	3	1	1	1

Enrolled Students by Gender



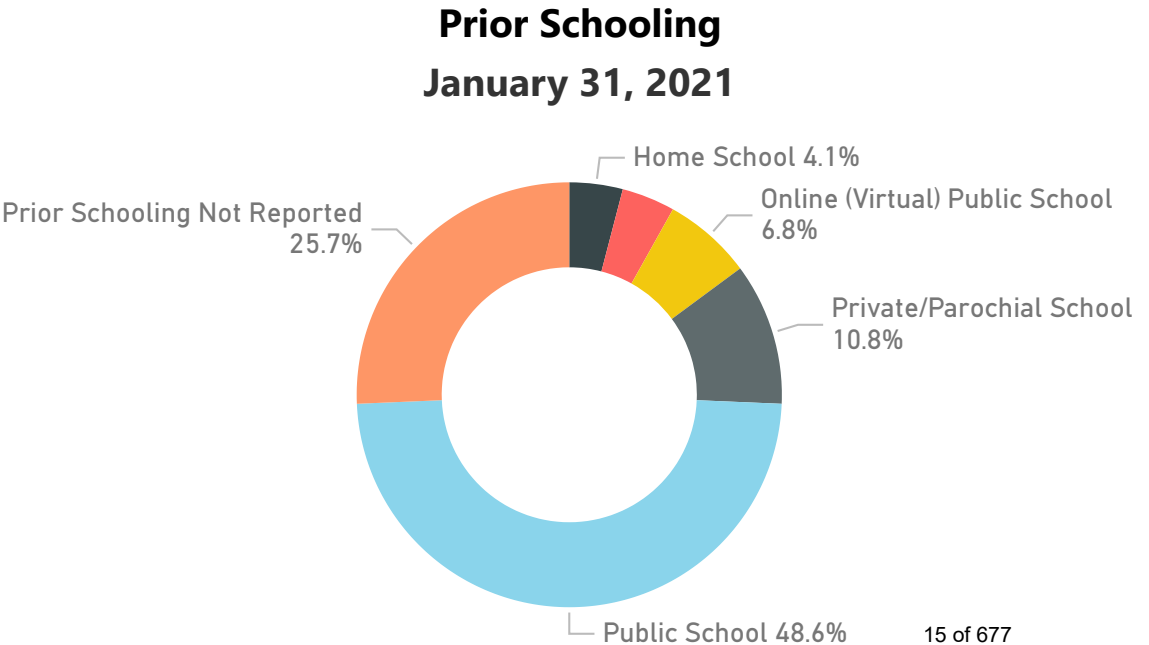
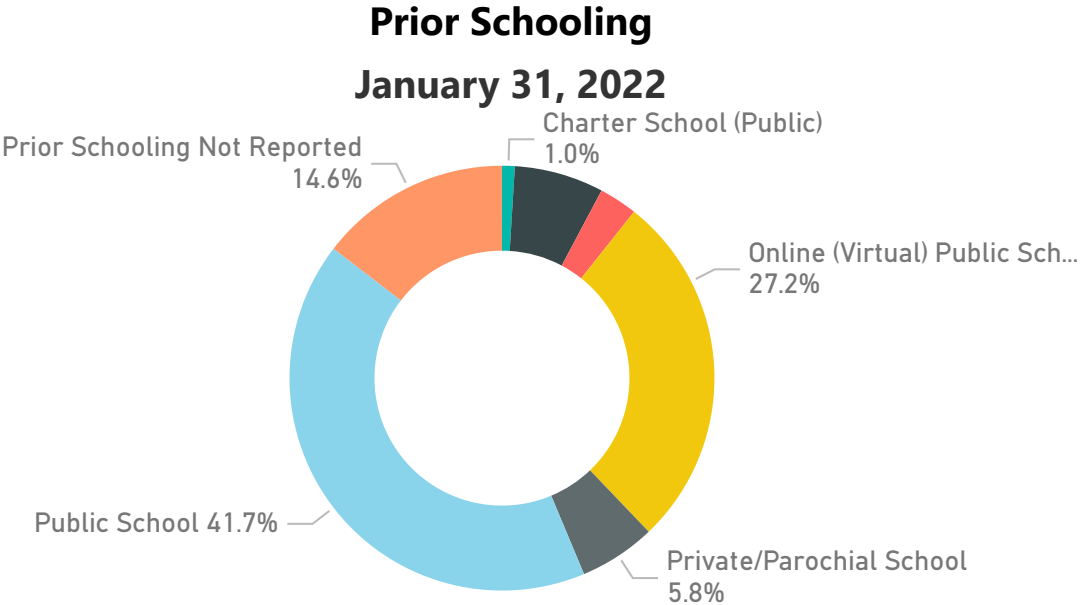
Enrolled Students by Language



California Connections Academy Central Coast
January 31, 2022

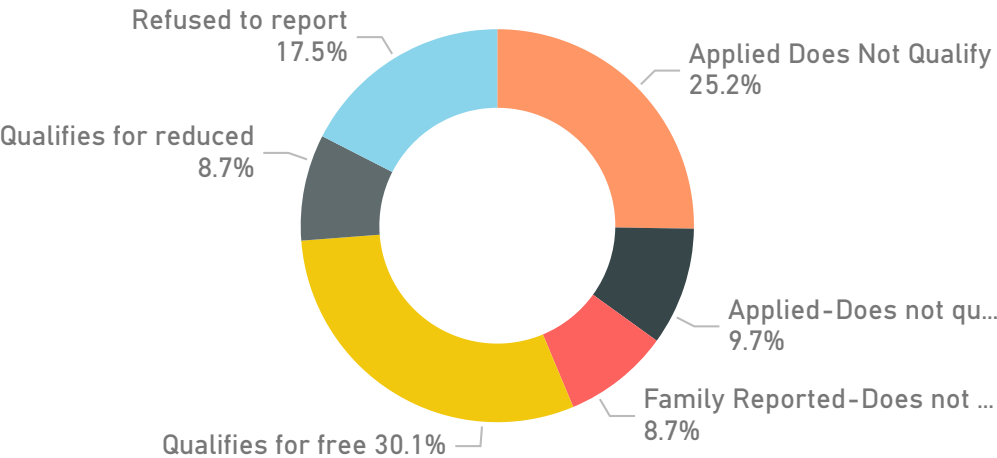
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)			1	1
Home School	3	3	6	7
No Prior School	3	3	2	3
Online (Virtual) Public School	5	5	27	28
Private/Parochial School	8	6	5	6
Public School	36	35	40	43
Prior Schooling Not Reported	19	21	15	15

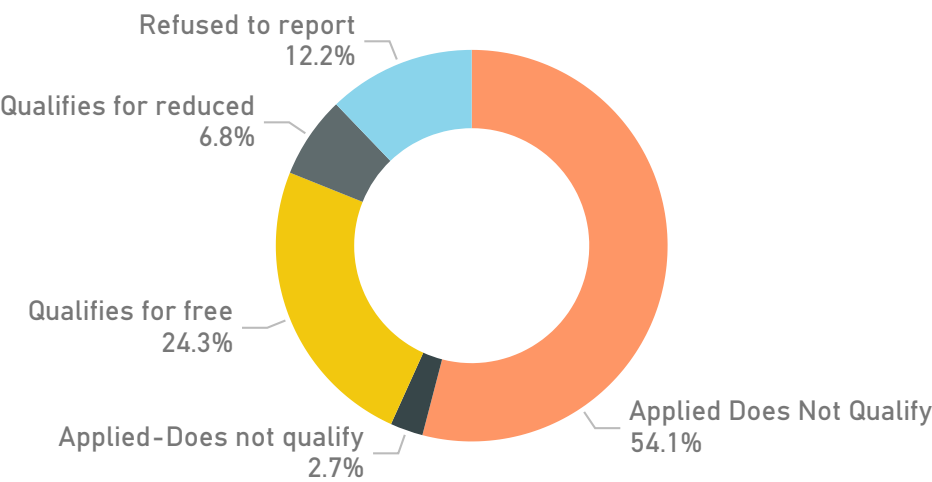


California Connections Academy Central Coast
January 31, 2022

FARM Eligibility
January 31, 2022

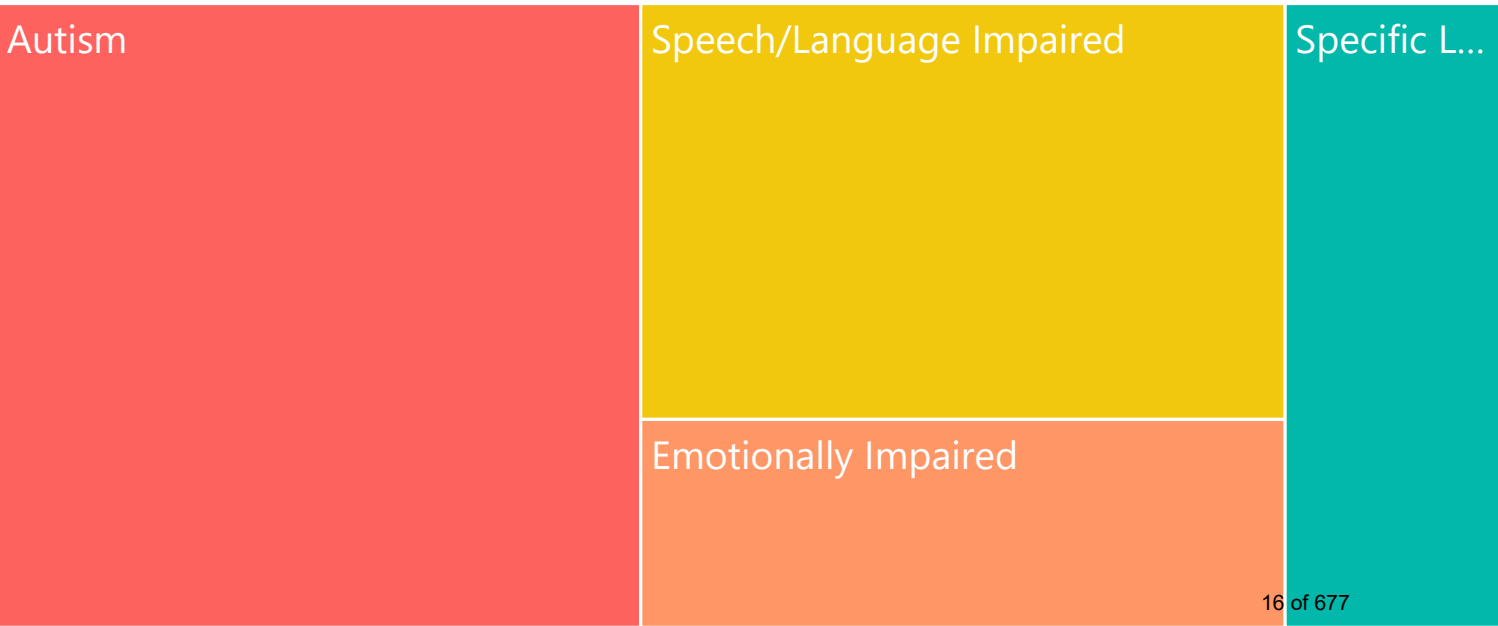


FARM Eligibility
January 31, 2021

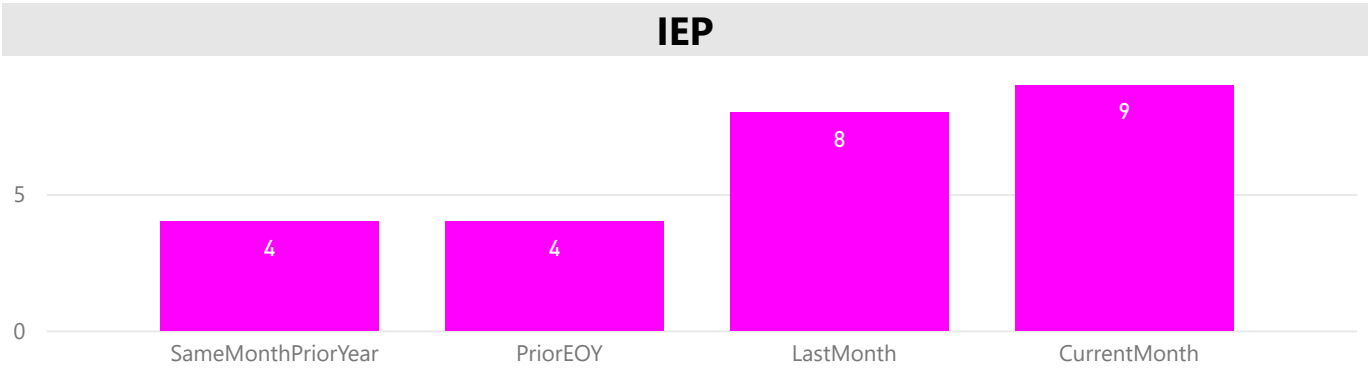
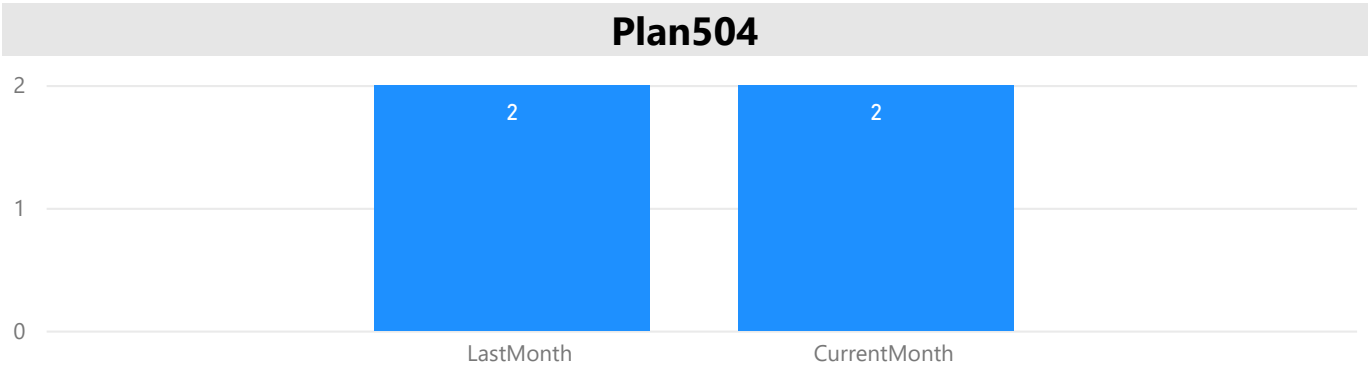
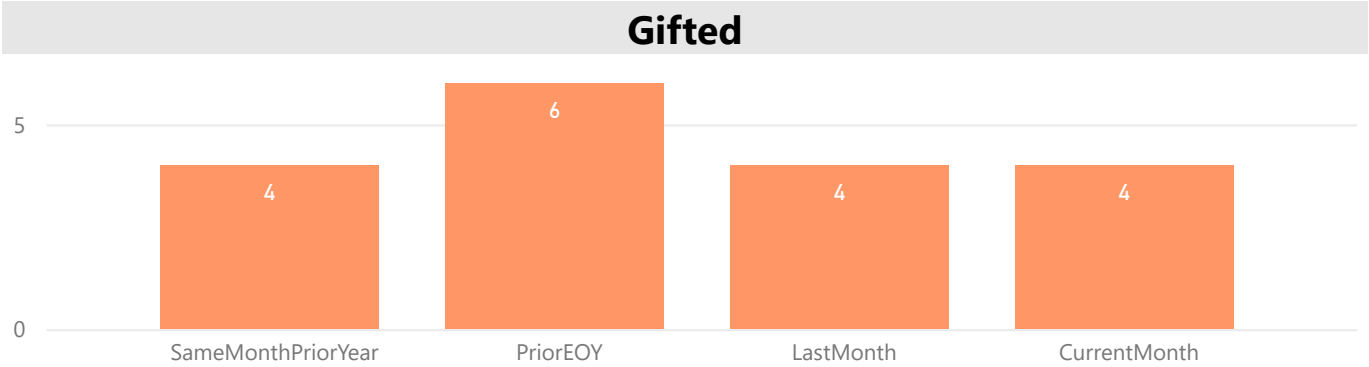


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	1	2	3
Emotionally Impaired	1	1	1	1
Specific Learning Disability			1	1
Speech/Language Impaired	1	1	2	2



California Connections Academy Central Coast
January 31, 2022



Currently Enrolled

103

Gifted

4%

Plan504

2%

IEP

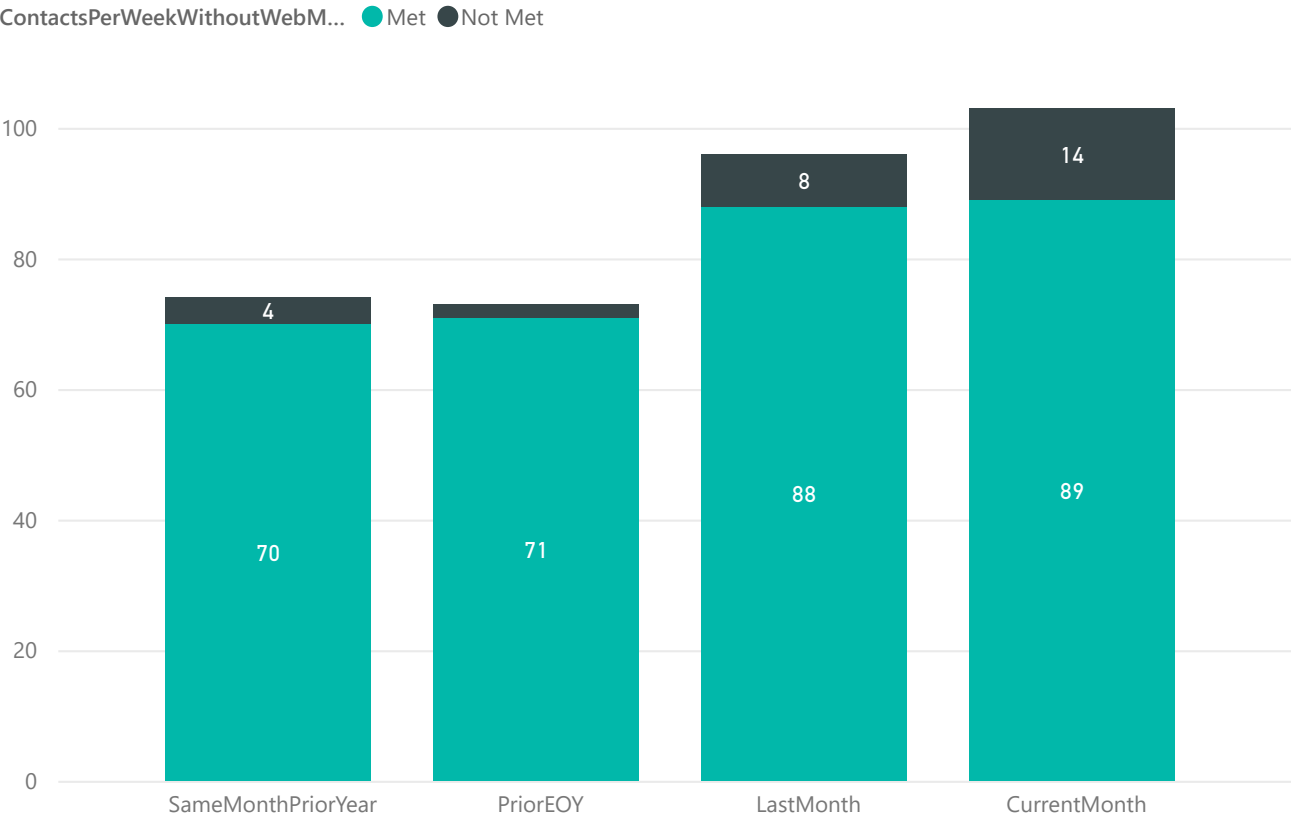
9%

Not in Special Population

85%

California Connections Academy Central Coast
January 31, 2022

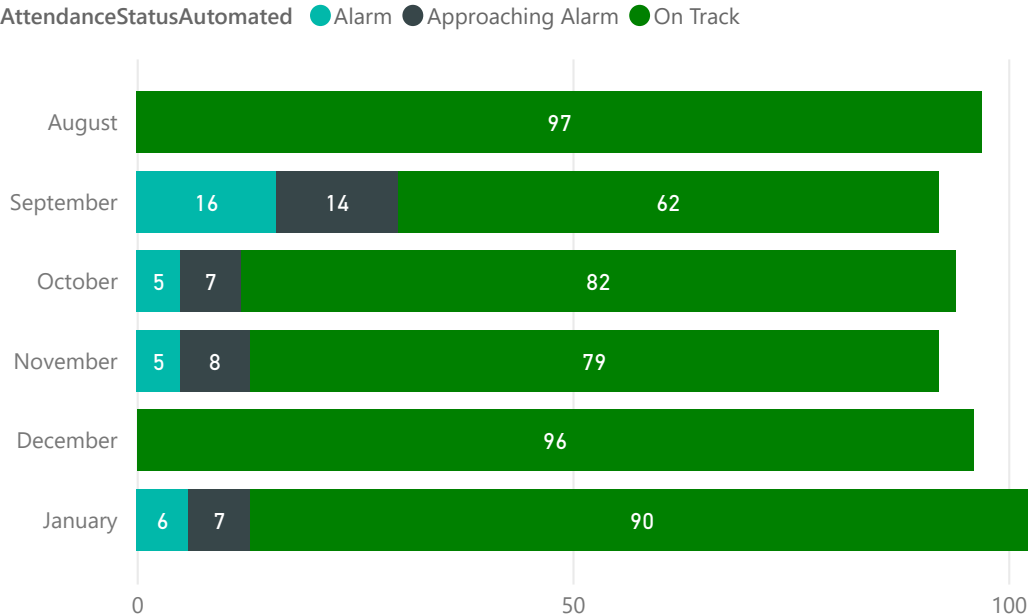
Contacts Per Week



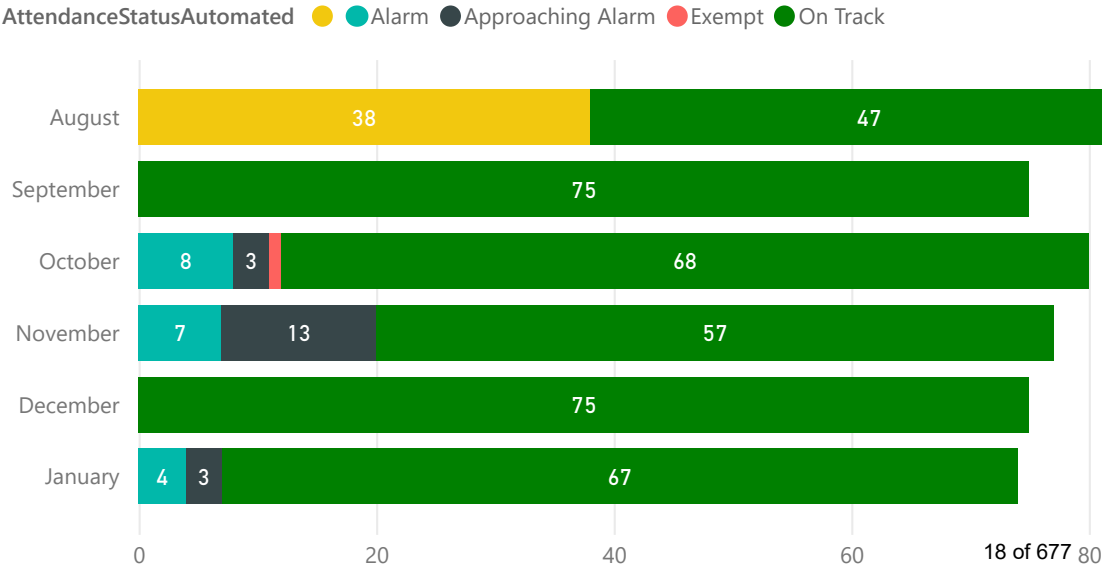
Currently Enrolled

103

School Year: 2021-2022



School Year: 2020-2021



California Connections Academy Central Coast

January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	92%	102%	99%
3-5	99%	100%	103%	96%
6-8	103%	87%	106%	102%
9-12	94%	100%	98%	94%
Total	98%	94%	101%	98%

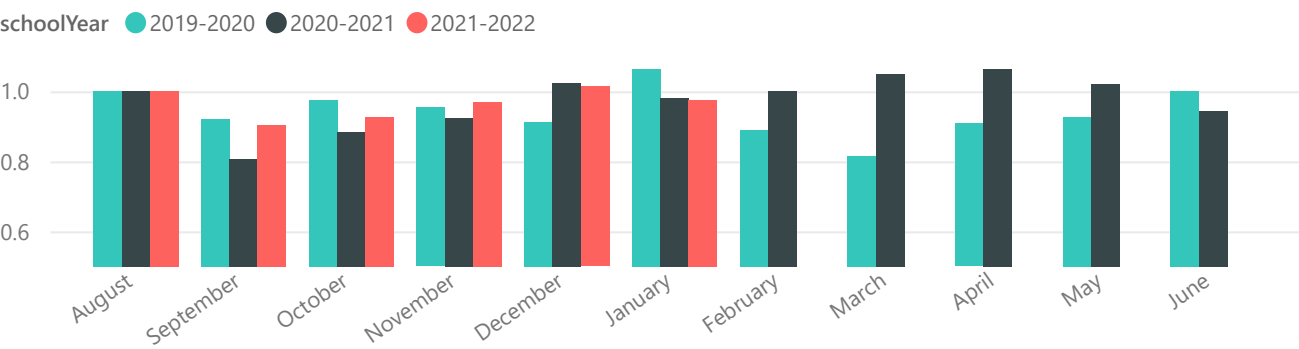
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	92%	85%	87%
3-5	82%	84%	87%	82%
6-8	81%	83%	81%	76%
9-12	75%	83%	78%	76%
Total	82%	85%	81%	79%

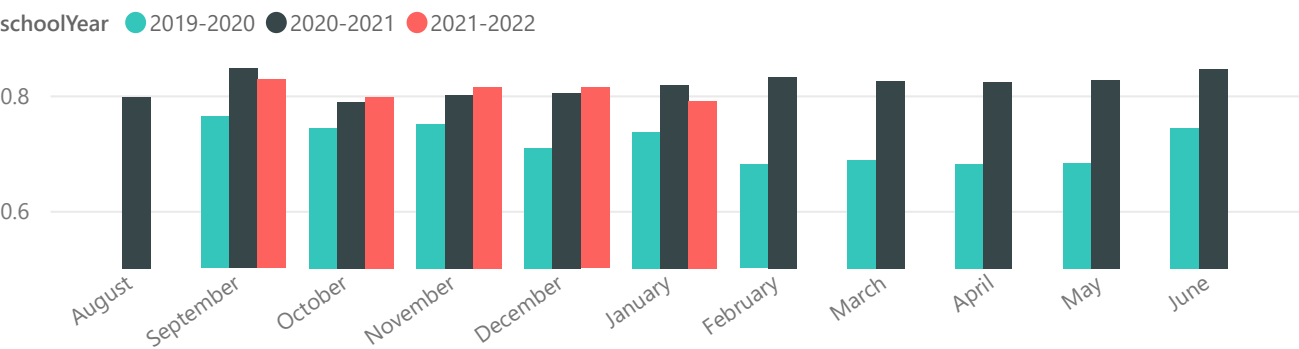
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	98%	98%	96%
3-5	95%	96%	98%	96%
6-8	97%	99%	99%	98%
9-12	90%	95%	92%	92%
Total	93%	97%	96%	95%

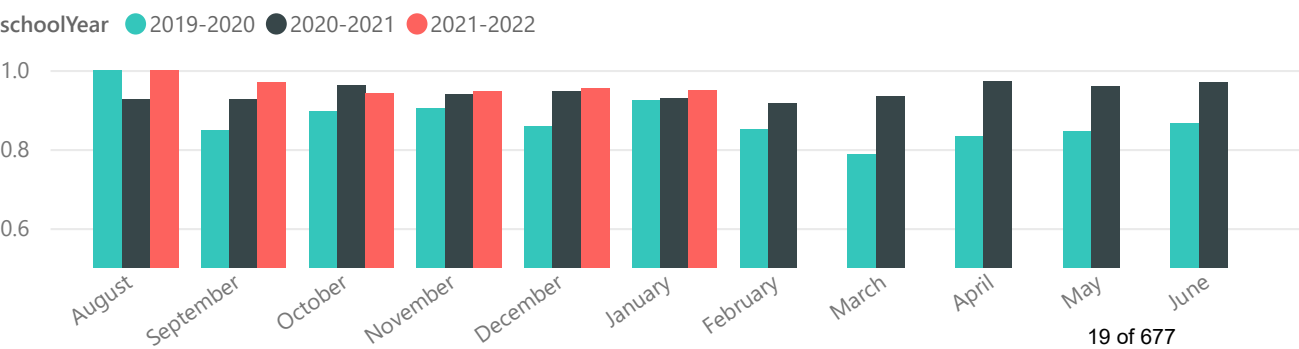
Average Total Participation



Average Total Performance



Average Total Attendance



Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	44	61
M	30	42

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	71	96
Spanish		5
Russian		1
No Language Reported	3	1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	23	43
Not Hispanic or Latino	50	59

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	6	14
Asian	4	5
Black/African American	5	13
White	66	81

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	38	26
Applied-Does not qualify	2	10
Family Reported-Does not qualify		8
Qualifies for free	17	28
Qualifies for reduced	5	8
Refused to report	9	16

California Connections Academy Central Coast January 31, 2022		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	3
Emotionally Impaired	1	1
Specific Learning Disability		1
Speech/Language Impaired	1	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	4	4

Plan 504	
Plan504	CurrentMonth
504	2

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	4	9

Gifted	Plan504
4%	2%
IEP	Not in Special Population
9%	85%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
Asian	3	5
Black/African American	2	8
Hispanic or Latino	23	43
Multiple Races	4	3
Not Indicated	2	
White	40	44

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)		1
Home School	3	7
No Prior School	3	3
Online (Virtual) Public School	5	28
Private/Parochial School	8	6
Public School	36	43
Prior Schooling Not Reported	19	15

California Connections Academy Central Coast
January 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	70	89
Not Met	4	14

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	4	6
Approaching Alarm	3	7
On Track	67	90

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	99%
3-5	99%	96%
6-8	103%	102%
9-12	94%	94%
Total	98%	98%

Average Performance

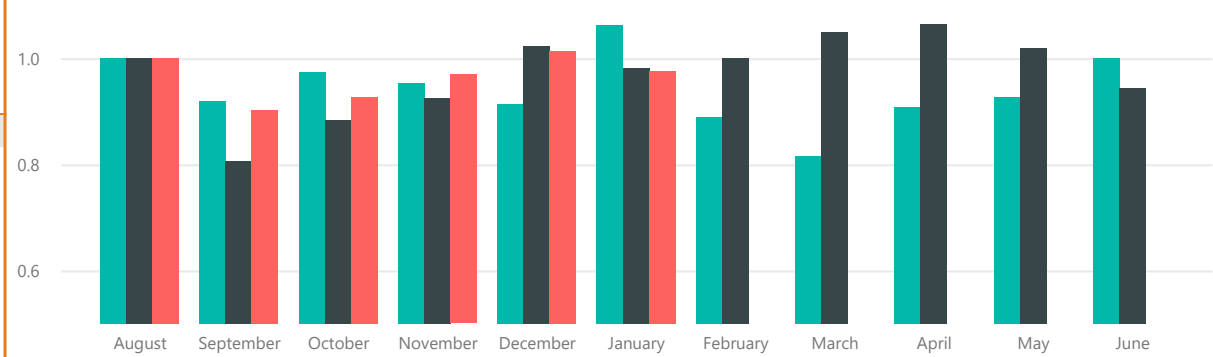
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	87%
3-5	82%	82%
6-8	81%	76%
9-12	75%	76%
Total	82%	79%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	96%
3-5	95%	96%
6-8	97%	98%
9-12	90%	92%
Total	93%	95%

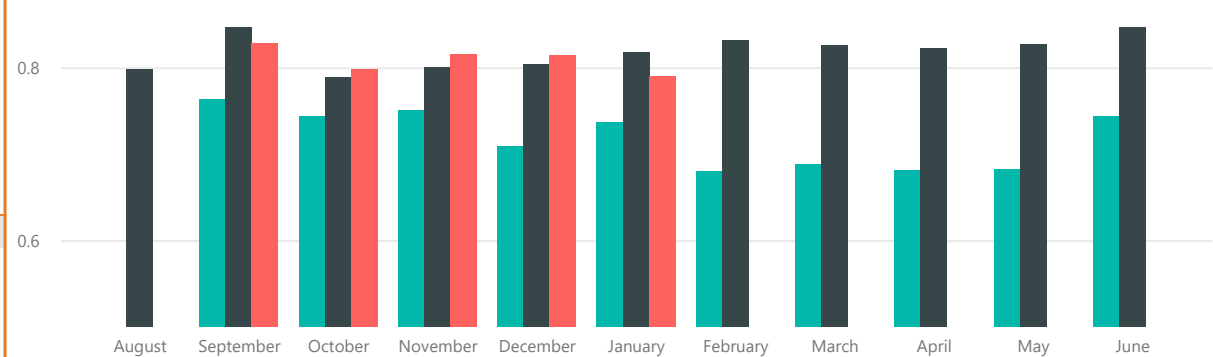
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022



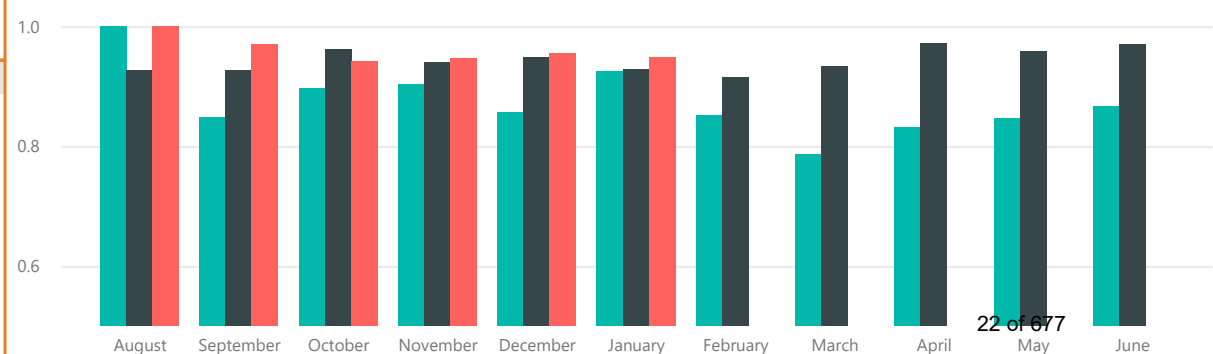
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Central Valley

Report Date

January 31, 2022

Currently Enrolled

651


Total YTD Enrolled


758

Enrollment Services Complete (Stage 4)

831

Enrolled Students by County





23 of 677

California Connections Academy Central Valley

January 31, 2022

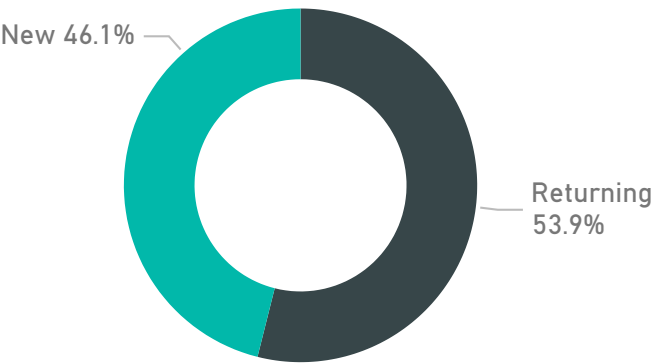
Current Enrollment Month-Over-Month Change

0%

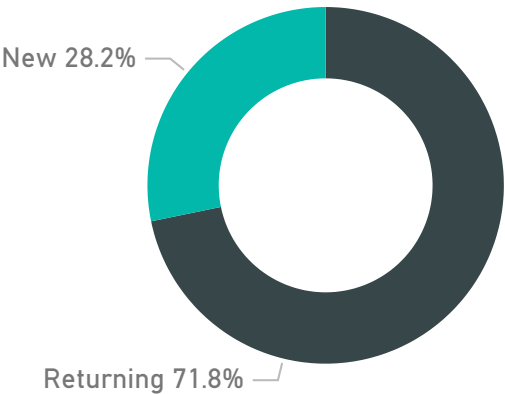
Current Enrollment Year-Over-Year Change

9%

New and Returning

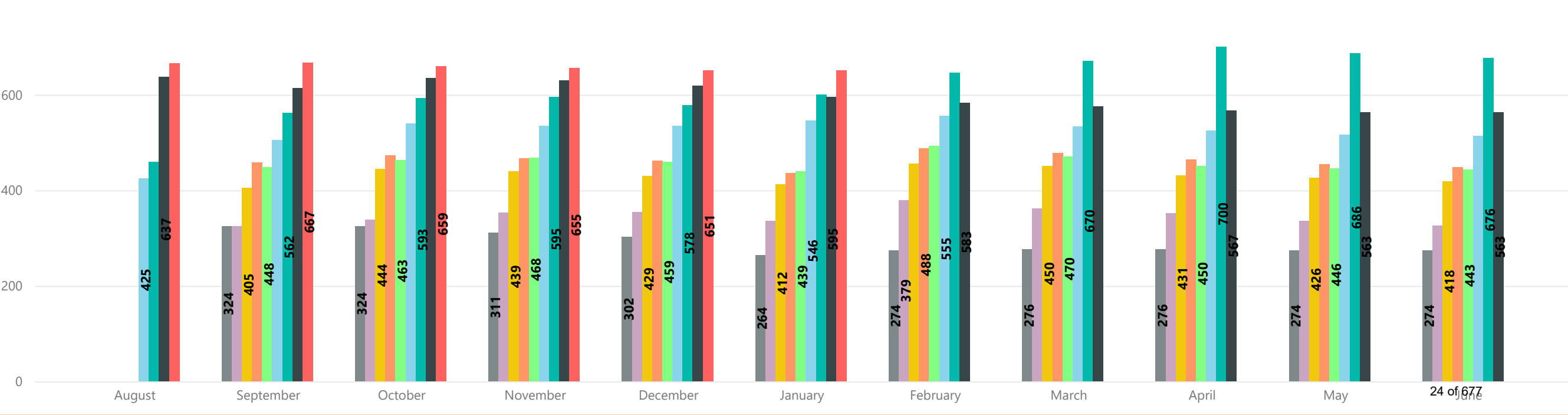


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

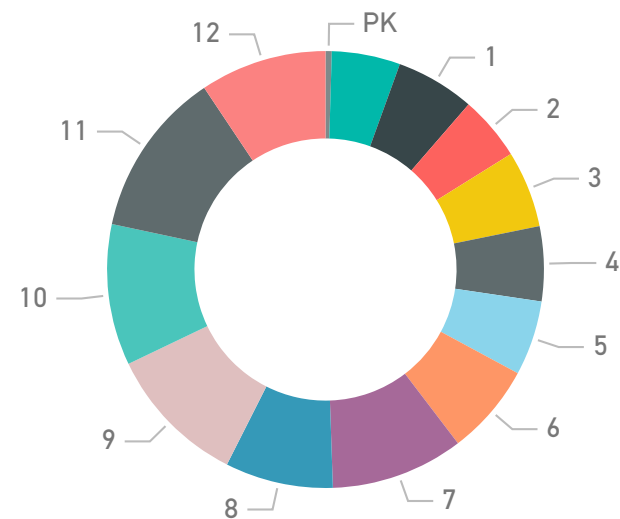
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



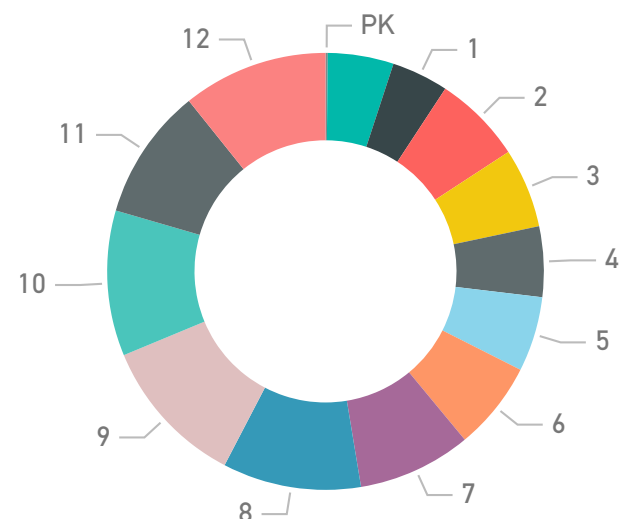
California Connections Academy Central Valley

January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



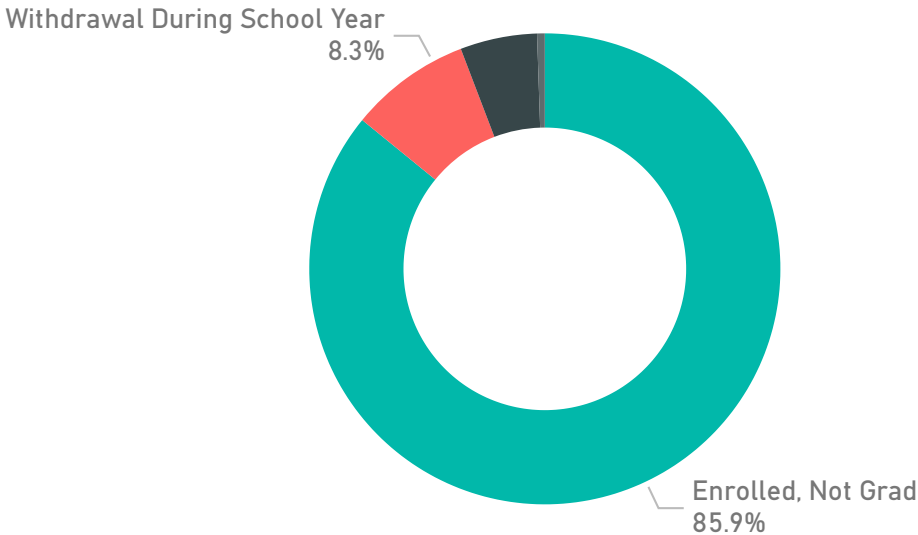
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	94	16%	86	15%	105	16%	105	16%
PK	1	0%	2	0%	3	0%	3	0%
KG	29	5%	24	4%	33	5%	33	5%
1	25	4%	24	4%	39	6%	38	6%
2	39	7%	36	6%	30	5%	31	5%
3-5	99	17%	100	18%	103	16%	109	17%
3	35	6%	34	6%	36	6%	37	6%
4	31	5%	35	6%	33	5%	36	6%
5	33	6%	31	6%	34	5%	36	6%
6-8	150	25%	145	26%	161	25%	160	25%
6	39	7%	40	7%	43	7%	44	7%
7	50	8%	45	8%	65	10%	64	10%
8	61	10%	60	11%	53	8%	52	8%
9-12	252	42%	230	41%	282	43%	277	43%
9	66	11%	62	11%	66	10%	68	10%
10	64	11%	61	11%	70	11%	68	10%
11	58	10%	55	10%	82	13%	80	12%
12	64	11%	52	9%	64	10%	61	9%
Total	595	100%	561	100%	651	100%	651	100%

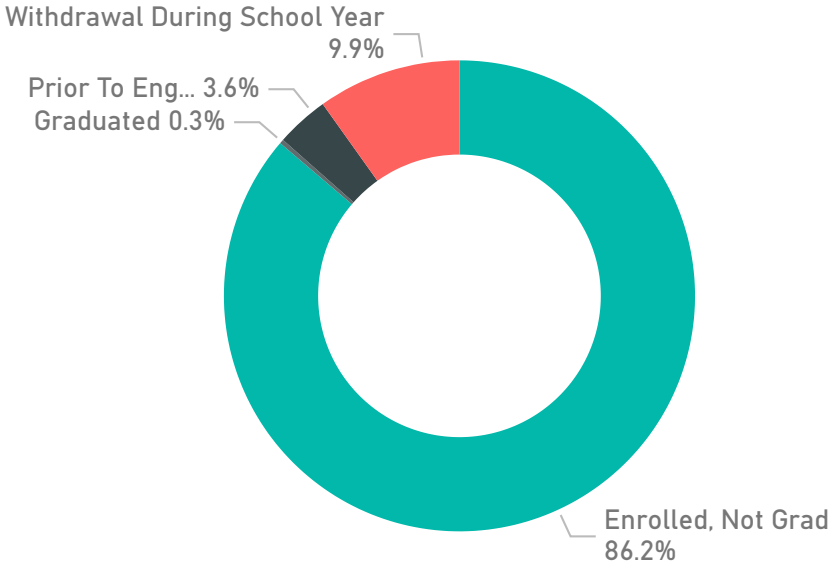
California Connections Academy Central Valley

January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	595	86%	563	80%	651	89%	651	86%
Graduated	2	0%	12	2%	3	0%	4	1%
Prior To Engagement	25	4%	28	4%	39	5%	40	5%
Withdrawal During School Year	68	10%	105	15%	41	6%	63	8%
Total	690	100%	708	100%	734	100%	758	100%

Enrollment Services Complete (Stage 4)

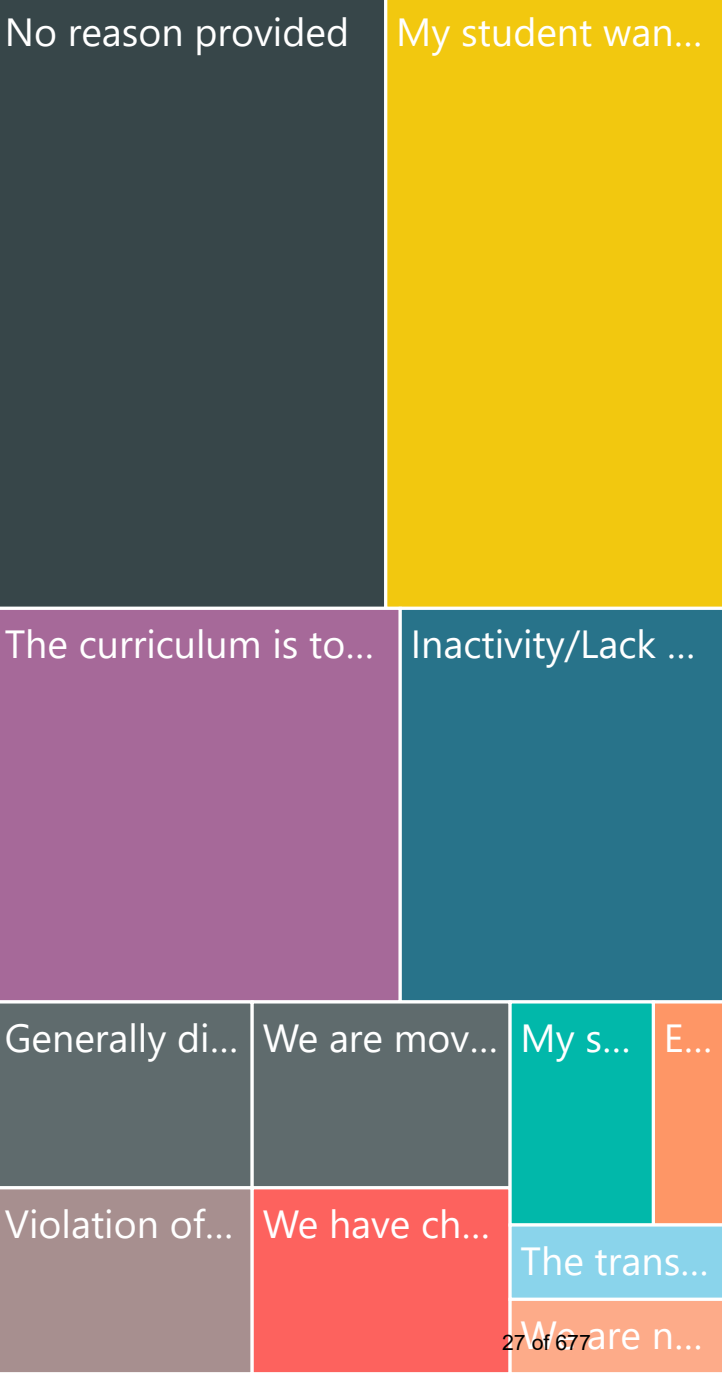
831

California Connections Academy Central Valley

January 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	5	5	4	4
Another Reason	1	2		1
Different/Better Schooling Option (Not related to socialization)	5	6	2	2
Generally dissatisfied with curriculum/course options			3	3
Inactivity	12	20	5	8
No longer able to provide a Learning Coach	3	3		
No Reason Given	17	28	8	15
Program not flexible enough	3	3		
Program takes too much of Learning Coach's time	5	5		
Pursuing GED	1	2		
Student wants more socialization	7	13	8	13
The curriculum is too hard	2	5	5	10
Transition to virtual school too difficult			1	1
Unhappy with the school		1		
We are moving	5	10	3	3
We have chosen to home school	2	2	2	3

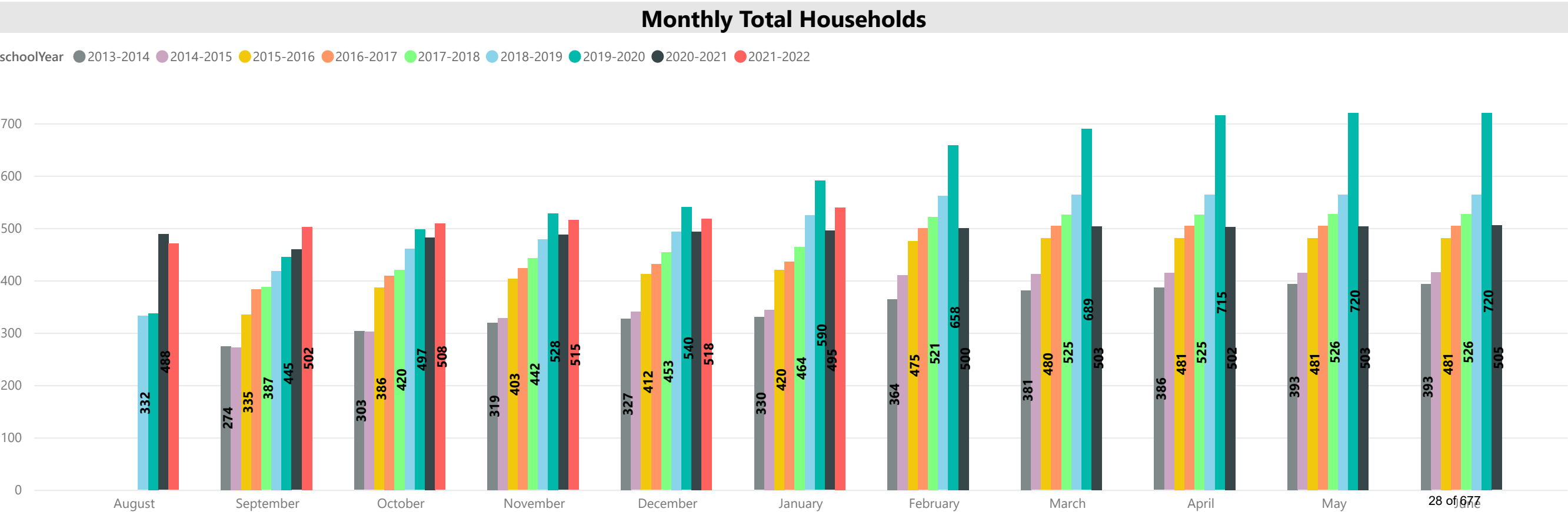


California Connections Academy Central Valley

January 31, 2022

Household Data				
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	431	406	457	463
Graduated	2	12	3	4
WD During School Year	48	77	33	50
WD Prior To Engagement	25	27	36	37

Students Per Active Household				
	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.38	1.39	1.42	1.41



California Connections Academy Central Valley

January 31, 2022

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	247	242	336	332
Not Hispanic or Latino	347	320	315	319

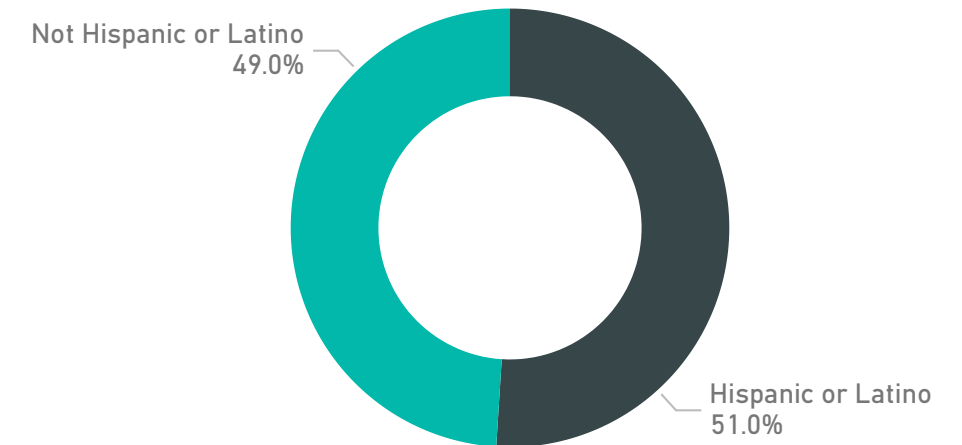
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	58	51	73	72
Asian	39	38	38	41
Black/African American	76	69	91	93
Native Hawaiian or Other Pacific Islander	7	7	11	14
White	485	464	518	520

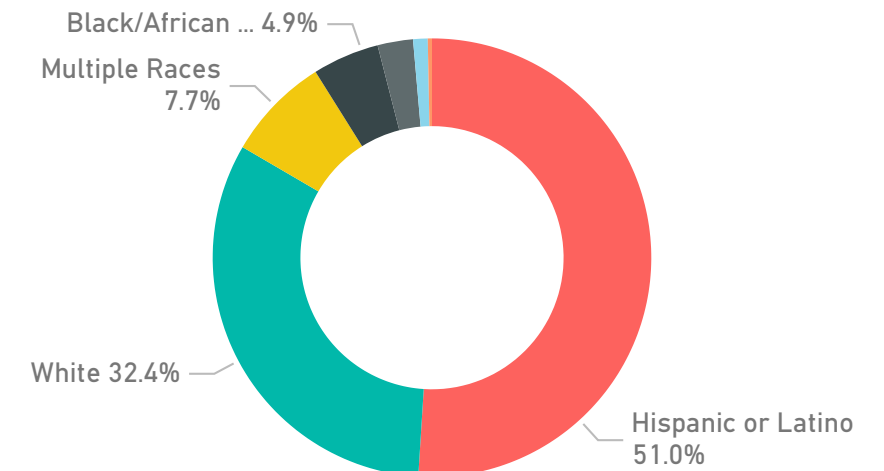
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	7	6	7	7
Asian	17	15	16	17
Black/African American	35	30	33	32
Hispanic or Latino	247	242	336	332
Multiple Races	44	40	47	50
Native Hawaiian or Other Pacific Islander			2	2
White	245	230	210	211

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Central Valley

January 31, 2022

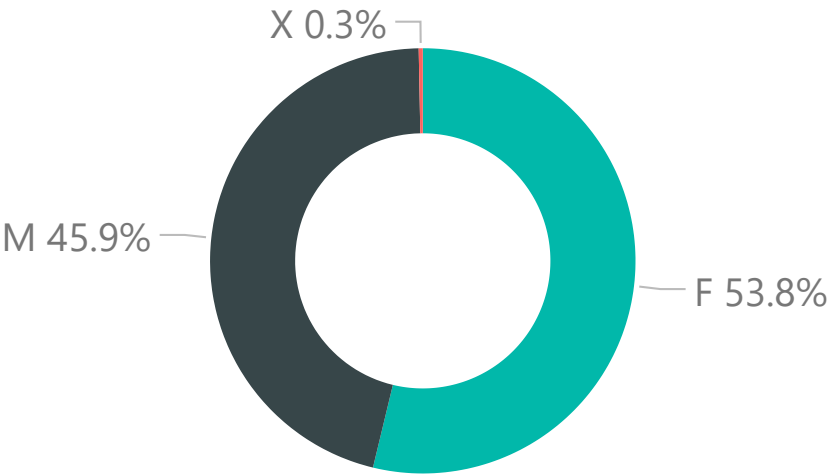
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1		
F	309	290	348	350
M	283	271	300	299
Nonbinary			1	
X	2	1	2	2

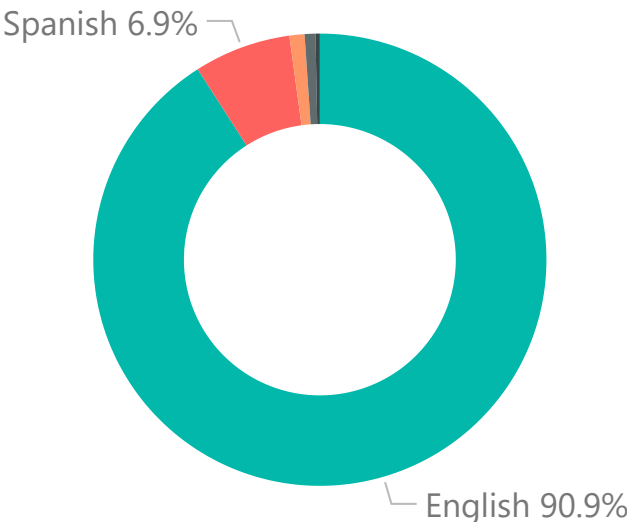
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	552	520	592	592
Spanish	32	32	46	45
Arabic	4	3	7	7
Another Language	6	6	5	5
No Language Reported	1	2	1	2

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy Central Valley

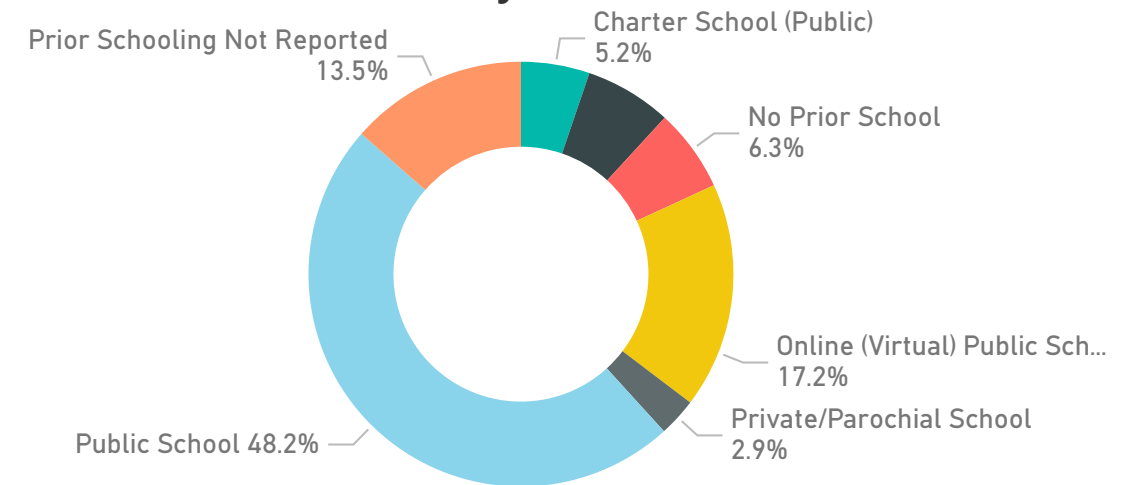
January 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	31	28	32	34
Home School	30	28	37	43
No Prior School	55	49	41	41
Online (Virtual) Public School	44	45	109	112
Private/Parochial School	17	17	19	19
Public School	328	300	323	314
Prior Schooling Not Reported	90	96	90	88

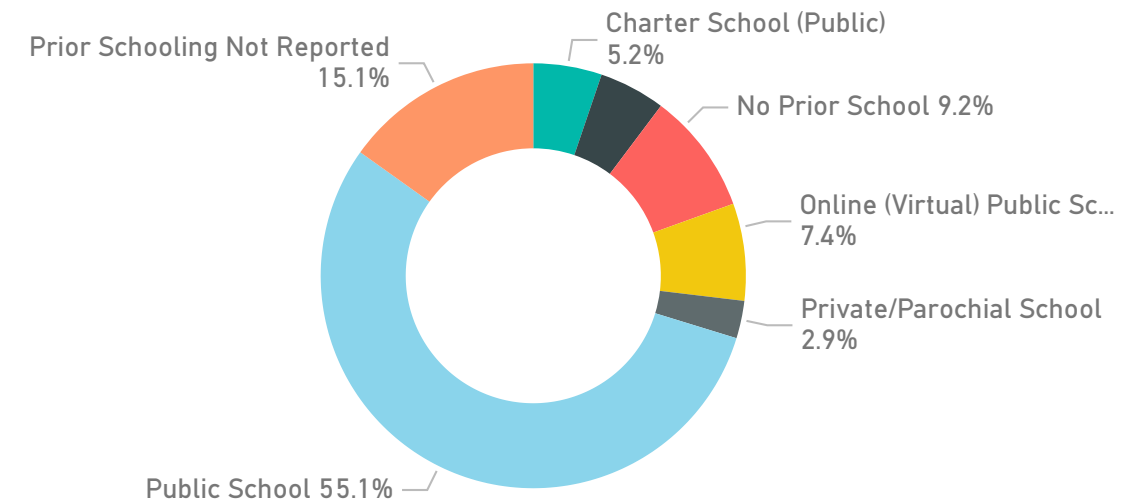
Prior Schooling

January 31, 2022



Prior Schooling

January 31, 2021

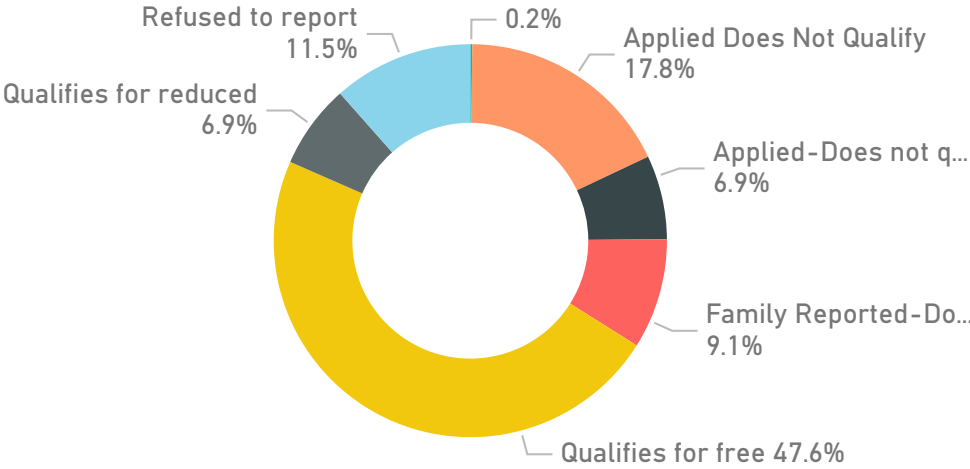


California Connections Academy Central Valley

January 31, 2022

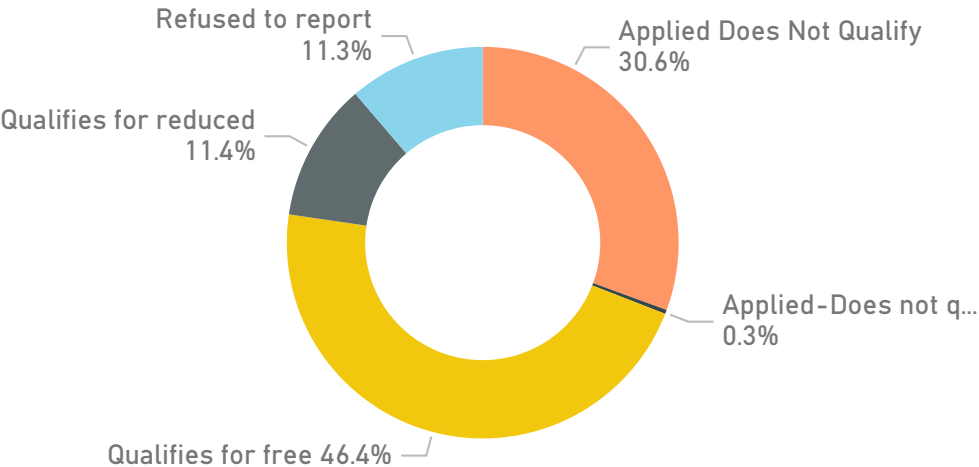
FARM Eligibility

January 31, 2022



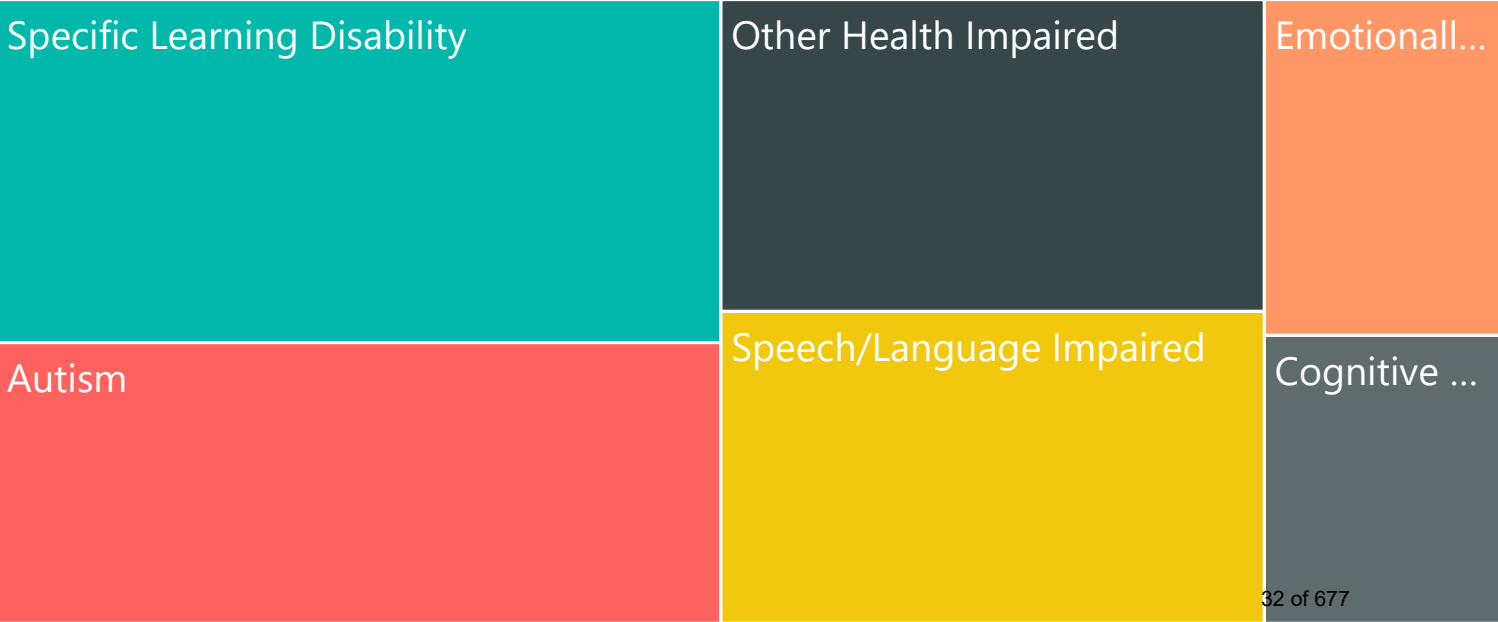
FARM Eligibility

January 31, 2021

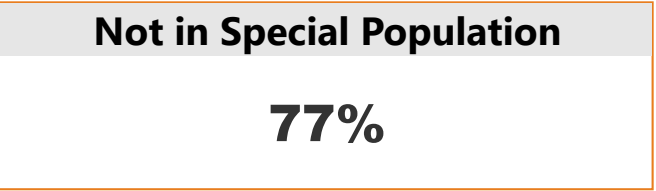
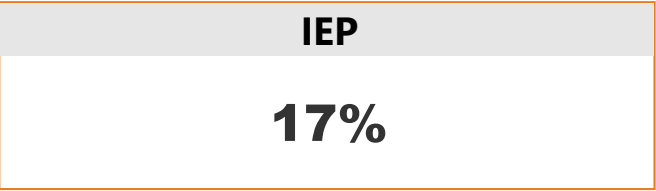
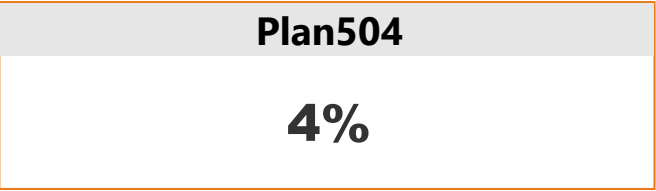
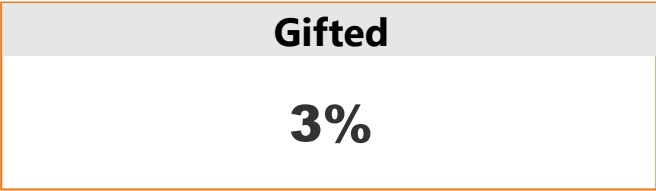
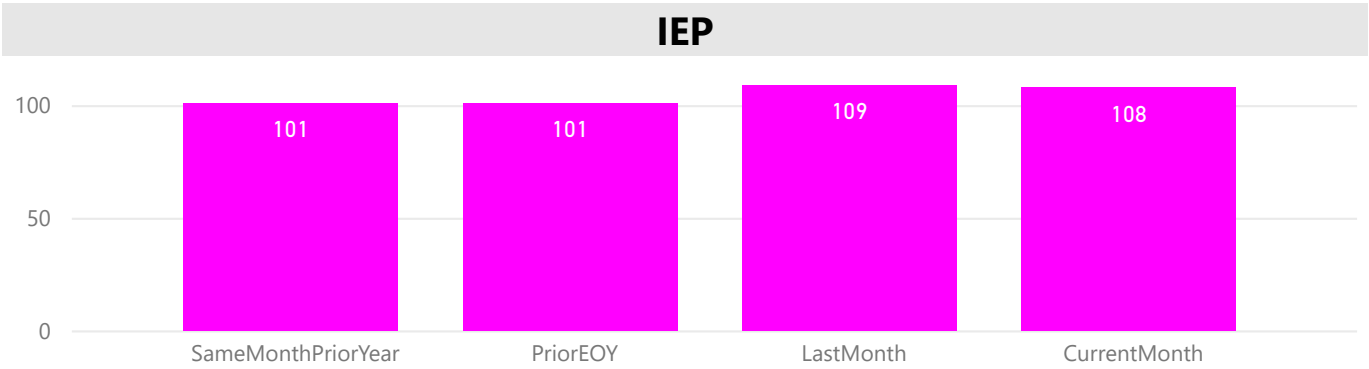
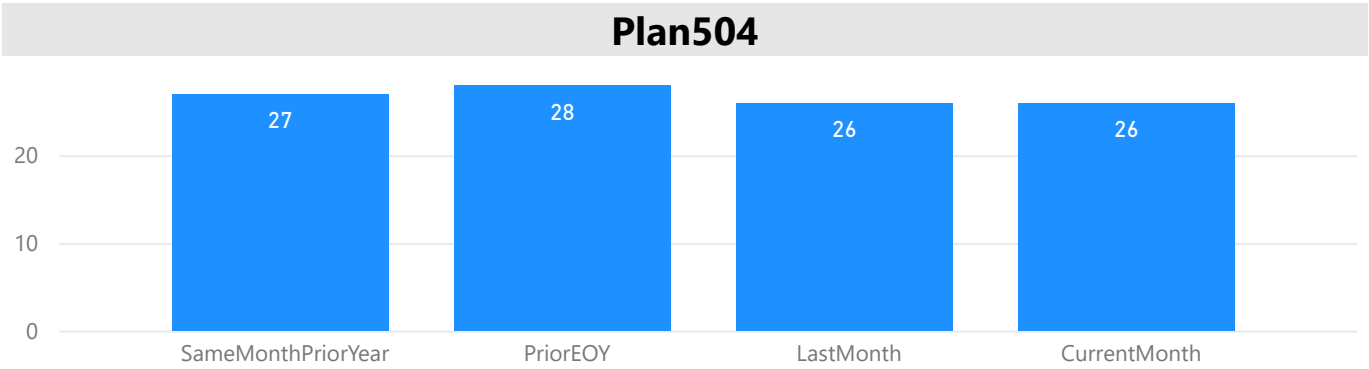
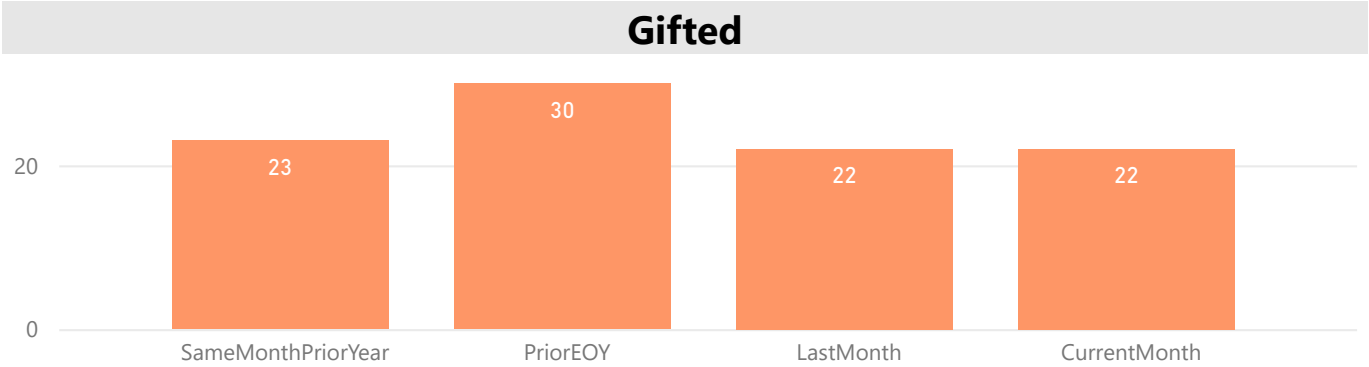


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	23	22	18	18
Cognitive Disability	5	5	6	6
Emotionally Impaired	5	8	7	7
Other Health Impaired	17	16	15	15
Physical Disability	1	1		
Specific Learning Disability	30	29	22	22
Speech/Language Impaired	14	14	16	15

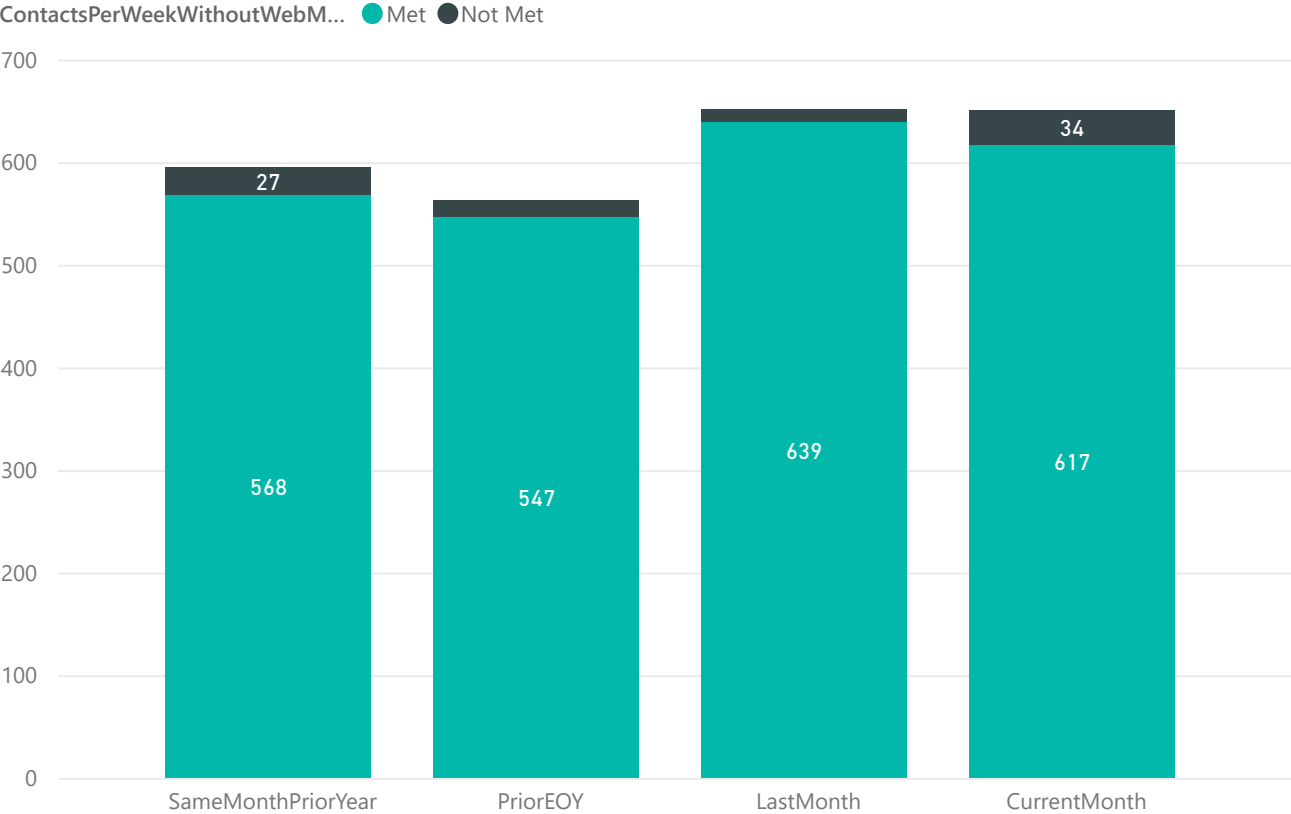


California Connections Academy Central Valley
January 31, 2022



California Connections Academy Central Valley
January 31, 2022

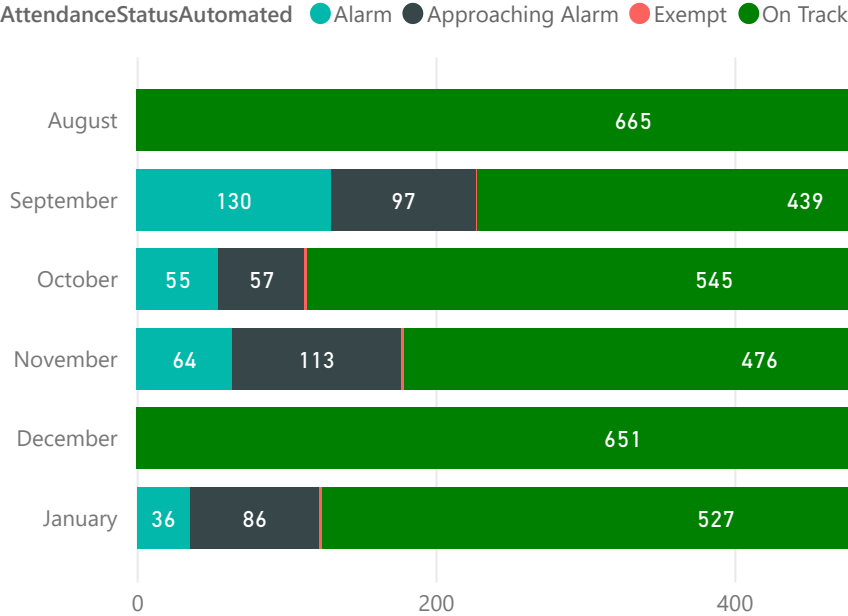
Contacts Per Week



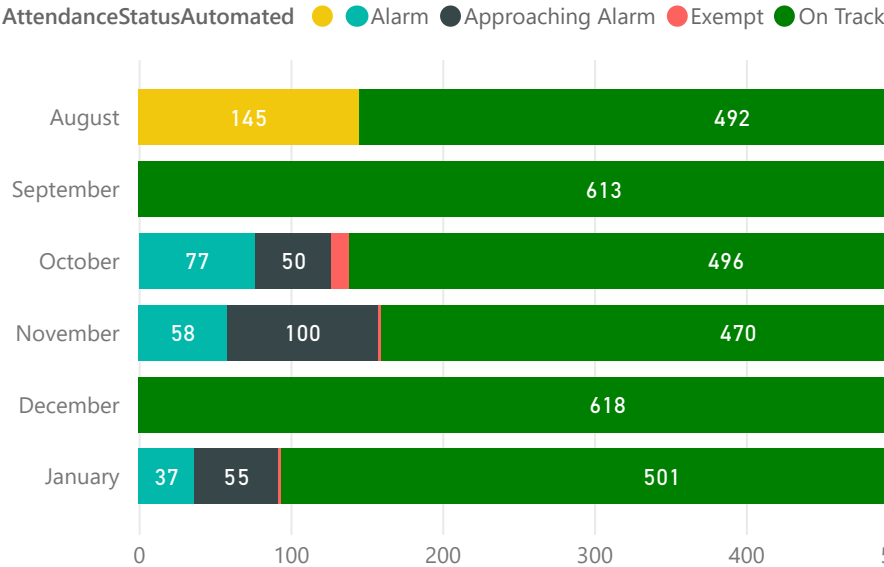
Currently Enrolled

651

School Year: 2021-2022



School Year: 2020-2021



California Connections Academy Central Valley

January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	92%	99%	97%
3-5	96%	97%	100%	97%
6-8	100%	92%	104%	98%
9-12	92%	97%	99%	95%
Total	95%	95%	100%	96%

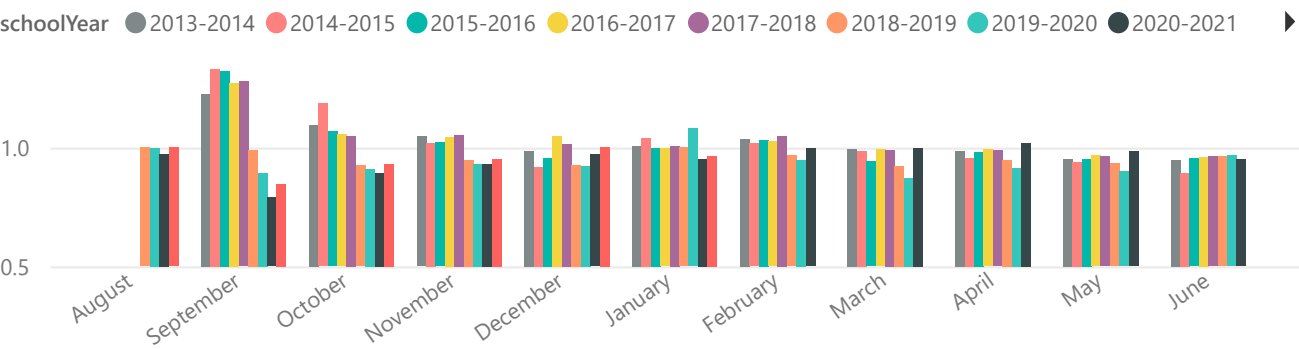
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	93%	88%	90%
3-5	75%	75%	78%	77%
6-8	76%	77%	72%	73%
9-12	68%	76%	72%	71%
Total	75%	79%	76%	75%

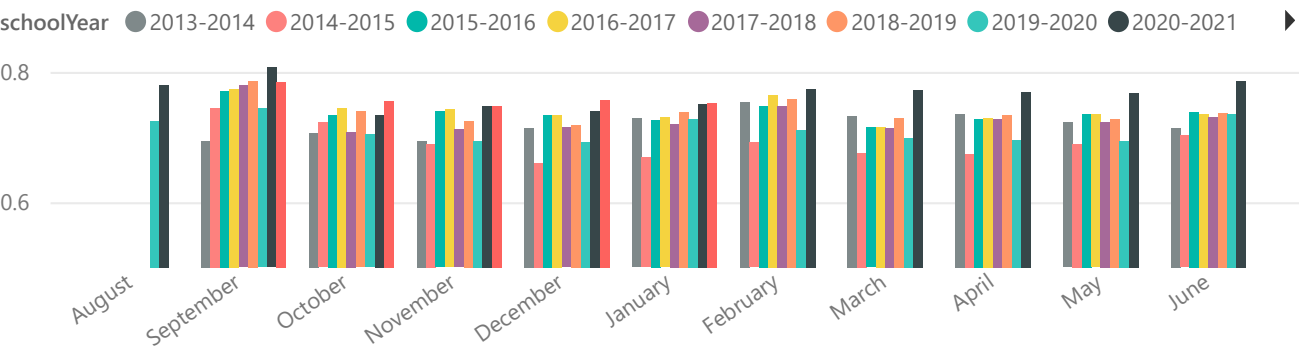
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	98%	96%	96%
3-5	94%	94%	95%	95%
6-8	96%	97%	96%	96%
9-12	91%	93%	93%	92%
Total	93%	95%	95%	94%

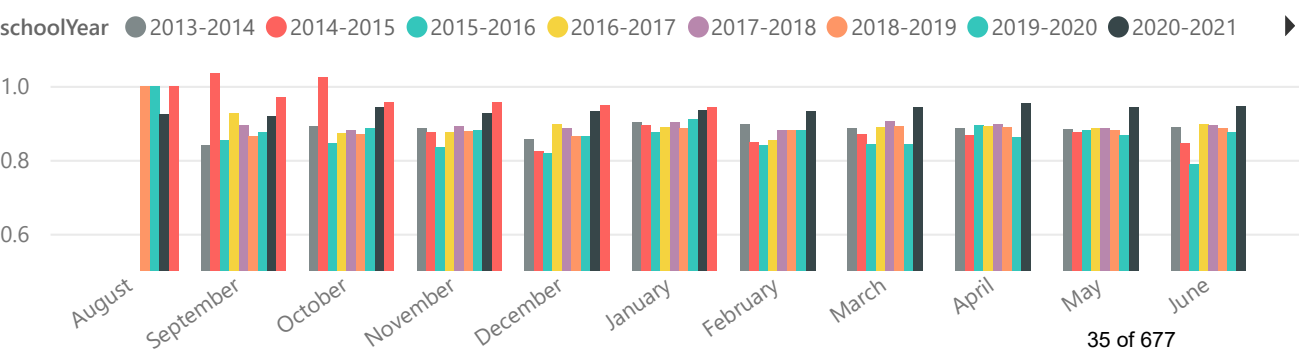
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy Central Valley				Current Enrollment Month-Over-Month Change	
651		758		January 31, 2022				0%	
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change	
831								9%	
Monthly Student Current Enrollment Comparison				Total YTD Enrollment					
schoolYear <div><div></div> 2013-2014</div> <div><div></div> 2014-2015</div> <div><div></div> 2015-2016</div> <div><div></div> 2016-2017</div> <div><div></div> 2017-2018</div>				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
				Enrolled, Not Grad		595	86%	651	86%
				Graduated		2	0%	4	1%
				Prior To Engagement		25	4%	40	5%
				Withdrawal During School Year		68	10%	63	8%
				Total		690	100%	758	100%
New & Returning				Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth
New or Returning		Students	%CT Students	Students	%CT Students				
New		168	28.24%	300	46.08%	Active		431	463
Returning		427	71.76%	351	53.92%	Graduated		2	4
						WD During School Year		48	50
						WD Prior To Engagement		25	37
Grade Distribution				Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason			
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMonthPriorYear			
PK-2		94	16%	105	16%				
PK		1	0%	3	0%				
KG		29	5%	33	5%				
1		25	4%	38	6%				
2		39	7%	31	5%				
3-5		99	17%	109	17%				
3		35	6%	37	6%				
4		31	5%	36	6%				
5		33	6%	36	6%				
6-8		150	25%	160	25%				
6		39	7%	44	7%				
7		50	8%	64	10%				
8		61	10%	52	8%				
9-12		252	42%	277	43%				
9		66	11%	68	10%				
10		64	11%	68	10%				
11		58	10%	80	12%				
Total		595	100%	651	100%	36 of 677			

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	
F	309	350
M	283	299
X	2	2

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	552	592
Spanish	32	45
Arabic	4	7
Another Language	6	5
No Language Reported	1	2

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	247	332
Not Hispanic or Latino	347	319

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	58	72
Asian	39	41
Black/African American	76	93
Native Hawaiian or Other Pacific Islander	7	14
White	485	520

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	153	112
Applied-Does not qualify	2	33
Family Reported-Does not qualify		49
Qualifies for free	234	267
Qualifies for reduced	53	38
Refused to report	58	68

California Connections Academy Central Valley January 31, 2022		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	23	18
Cognitive Disability	5	6
Emotionally Impaired	5	7
Other Health Impaired	17	15
Physical Disability	1	
Specific Learning Disability	30	22
Speech/Language Impaired	14	15

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	23	22

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	27	26

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	101	108

Gifted	Plan504
3%	4%
IEP	Not in Special Population
17%	77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	7	7
Asian	17	17
Black/African American	35	32
Hispanic or Latino	247	332
Multiple Races	44	50
Native Hawaiian or Other Pacific Islander		2
White	245	211

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	31	34
Home School	30	43
No Prior School	55	41
Online (Virtual) Public School	44	112
Private/Parochial School	17	19
Public School	328	314
Prior Schooling Not Reported	90	88

California Connections Academy Central Valley
January 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	568	617
Not Met	27	34

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	37	36
Approaching Alarm	55	86
Exempt	2	2
On Track	501	527

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	97%
3-5	96%	97%
6-8	100%	98%
9-12	92%	95%
Total	95%	96%

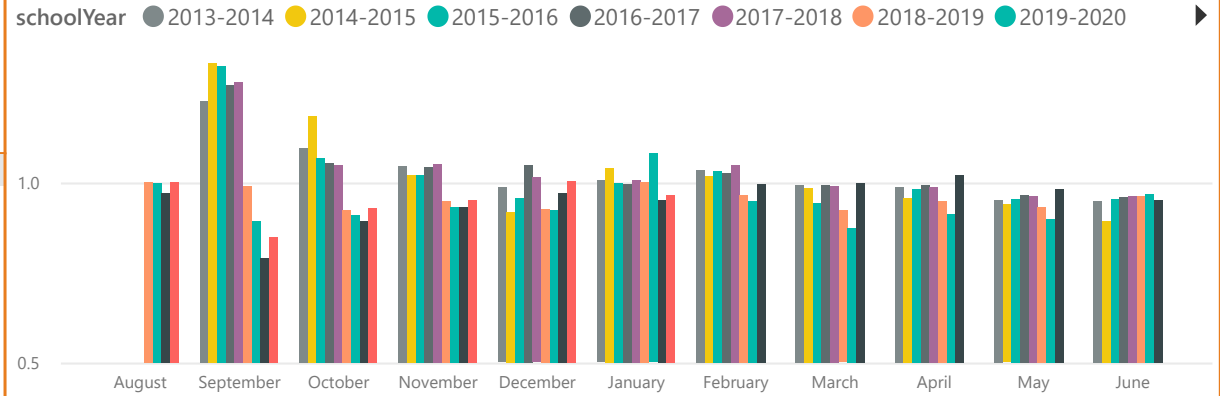
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	90%
3-5	75%	77%
6-8	76%	73%
9-12	68%	71%
Total	75%	75%

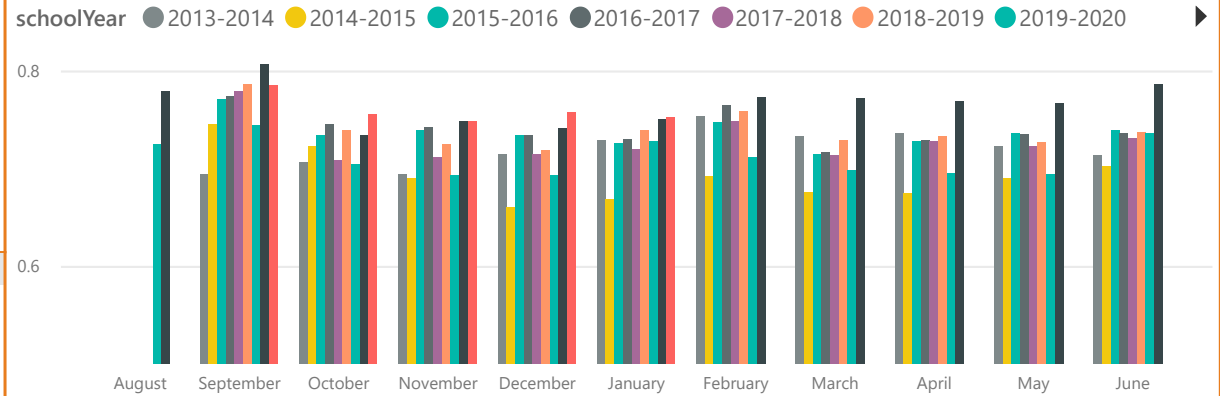
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	96%
3-5	94%	95%
6-8	96%	96%
9-12	91%	92%
Total	93%	94%

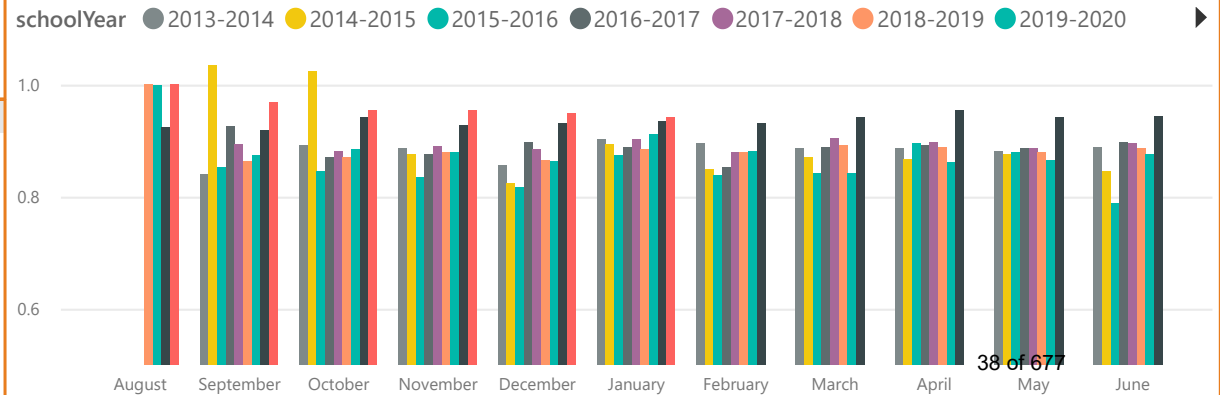
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Monterey Bay

Report Date

January 31, 2022

Currently Enrolled

446


Total YTD Enrolled


536

Enrollment Services Complete (Stage 4)

592

Enrolled Students by County





39 of 677

California Connections Academy Monterey Bay
January 31, 2022

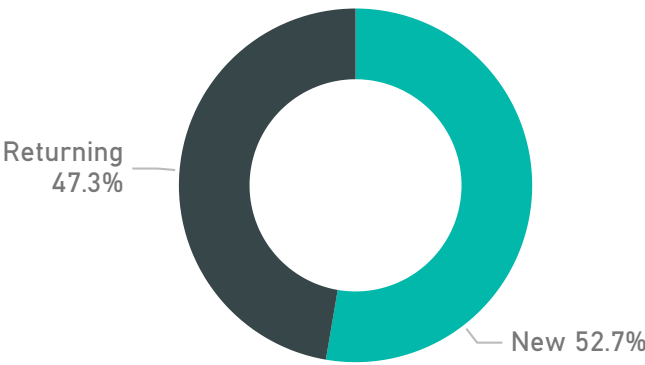
Current Enrollment Month-Over-Month Change

-2%

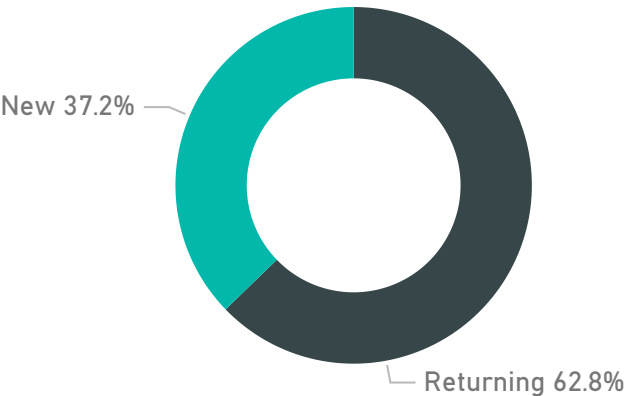
Current Enrollment Year-Over-Year Change

14%

New and Returning

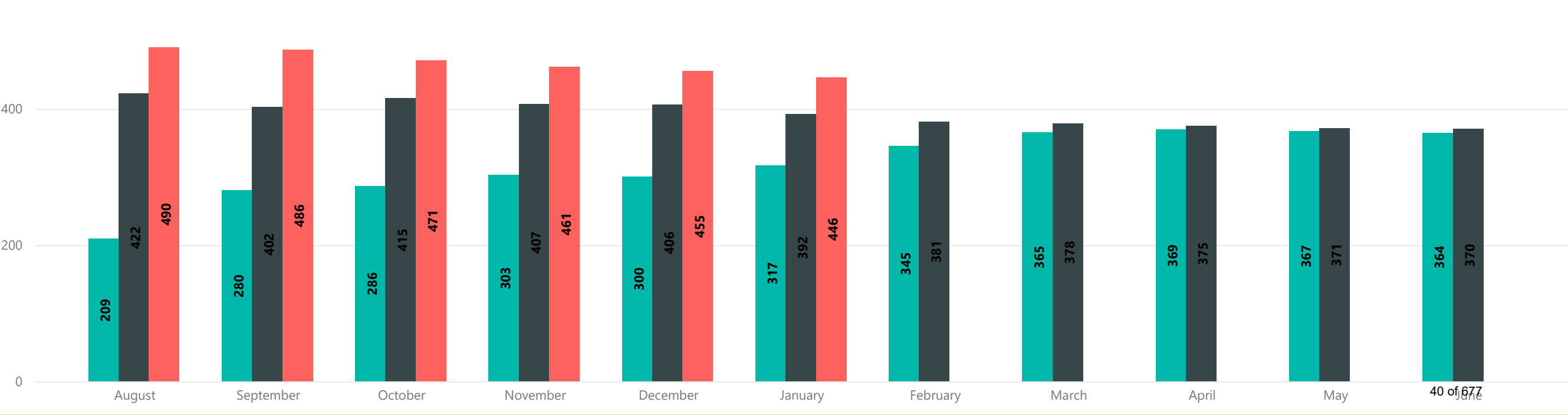


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

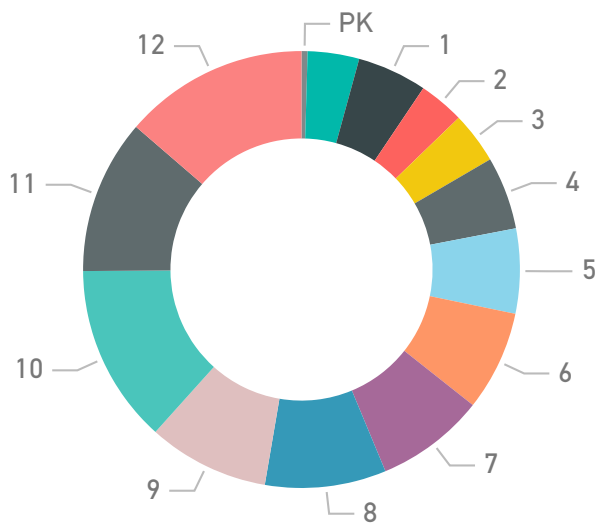
schoolYear 2019-2020 2020-2021 2021-2022



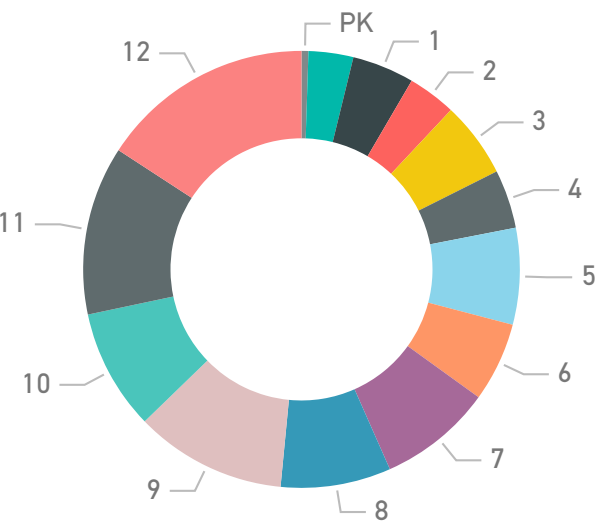
California Connections Academy Monterey Bay

January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



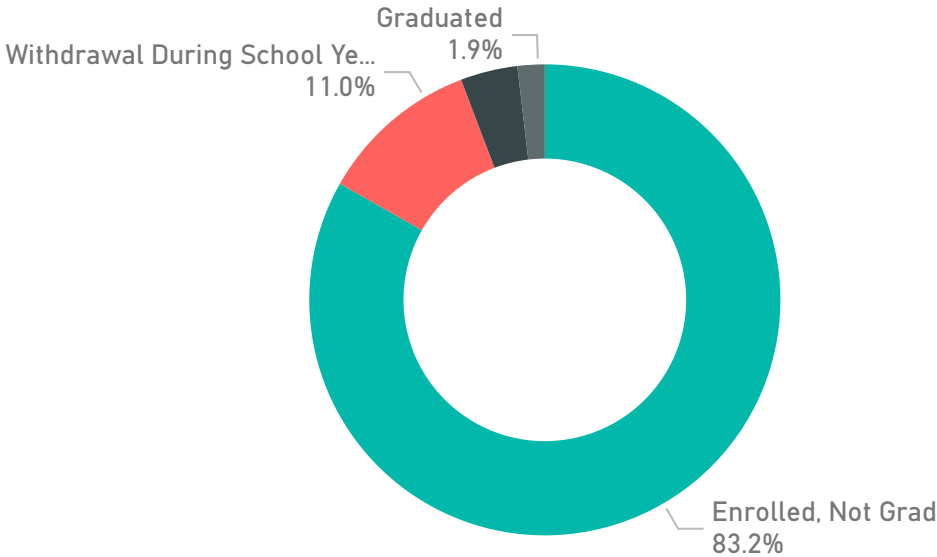
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	47	12%	46	12%	59	13%	57	13%
PK	2	1%	2	1%	2	0%	2	0%
KG	13	3%	12	3%	16	4%	17	4%
1	18	5%	18	5%	24	5%	23	5%
2	14	4%	14	4%	17	4%	15	3%
3-5	67	17%	64	17%	71	16%	69	15%
3	22	6%	20	5%	19	4%	17	4%
4	17	4%	17	5%	23	5%	24	5%
5	28	7%	27	7%	29	6%	28	6%
6-8	88	22%	81	22%	110	24%	109	24%
6	23	6%	21	6%	31	7%	33	7%
7	33	8%	32	9%	38	8%	36	8%
8	32	8%	28	8%	41	9%	40	9%
9-12	190	48%	179	48%	215	47%	211	47%
9	44	11%	43	12%	42	9%	40	9%
10	35	9%	37	10%	58	13%	59	13%
11	49	13%	46	12%	51	11%	51	11%
12	62	16%	53	14%	64	14%	61	14%
Total	392	100%	370	100%	455	100%	446	100%

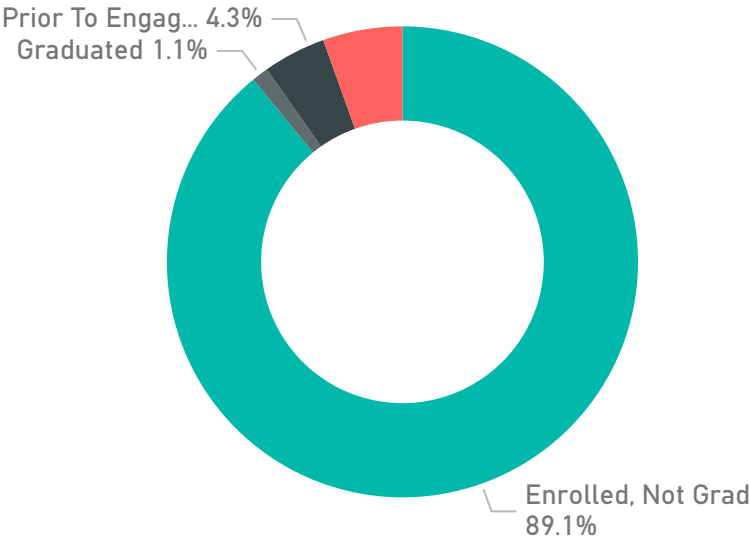
California Connections Academy Monterey Bay

January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	392	89%	370	83%	455	87%	446	83%
Graduated	5	1%	13	3%	9	2%	10	2%
Not Returning			1	0%				
Prior To Engagement	19	4%	20	4%	21	4%	21	4%
Withdrawal During School Year	24	5%	44	10%	36	7%	59	11%
Total	440	100%	448	100%	521	100%	536	100%

Enrollment Services Complete (Stage 4)

592

California Connections Academy Monterey Bay
January 31, 2022

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	2
Another Reason	1	1	1	1
Different/Better Schooling Option (Not related to socialization)	3	4	2	2
Inactivity	5	7	1	10
No longer able to provide a Learning Coach		1	2	2
No Reason Given	4	7	12	18
Program not flexible enough			1	1
Program takes too much of Learning Coach's time			1	2
Pursuing GED	1	2		
Student wants more socialization	3	5	2	5
The curriculum is too hard	5	5	2	2
Transition to virtual school too difficult			1	1
We are moving	2	10	8	11
We have chosen to home school			2	2



California Connections Academy Monterey Bay

January 31, 2022

Household Data

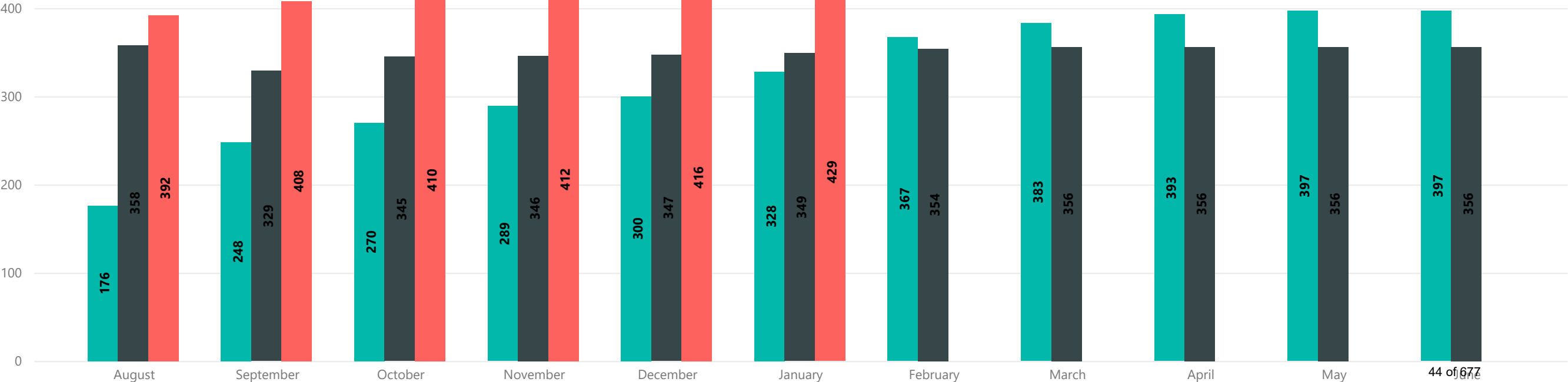
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	311	295	364	357
Graduated	5	13	10	11
Not Returning		1		
WD During School Year	21	35	30	48
WD Prior To Engagement	14	15	18	18

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.26	1.25	1.25	1.25

Monthly Total Households

schoolYear 2019-2020 2020-2021 2021-2022



California Connections Academy Monterey Bay

January 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	130	123	159	154
Not Hispanic or Latino	261	246	295	291

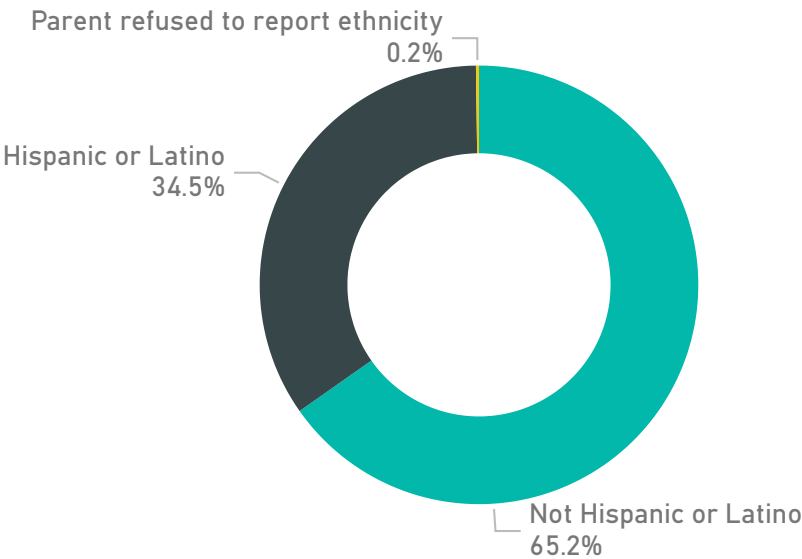
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	27	27	38	39
Asian	112	107	154	149
Black/African American	25	25	29	29
Native Hawaiian or Other Pacific Islander	20	15	23	24
White	268	252	303	296

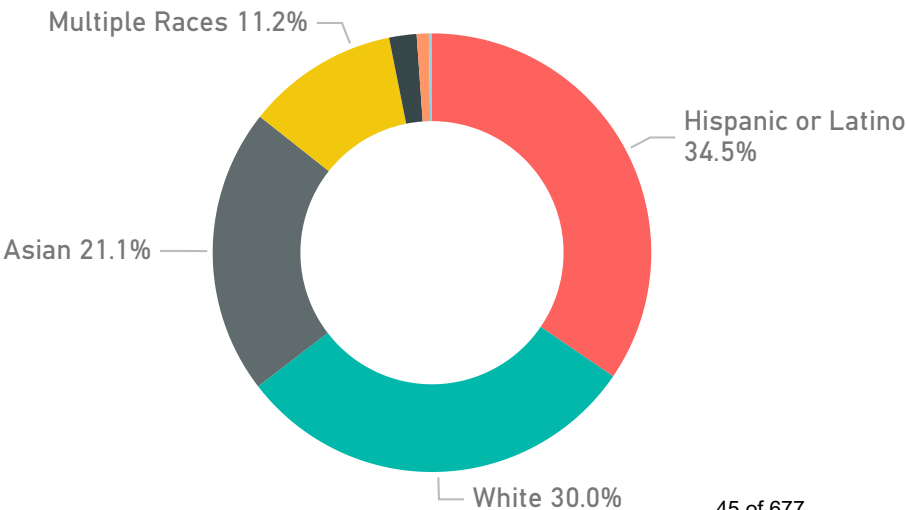
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native			1	1
Asian	76	72	97	94
Black/African American	10	10	9	9
Hispanic or Latino	130	123	159	154
Multiple Races	38	34	51	50
Native Hawaiian or Other Pacific Islander	3	3	4	4
White	135	128	134	134

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay
January 31, 2022

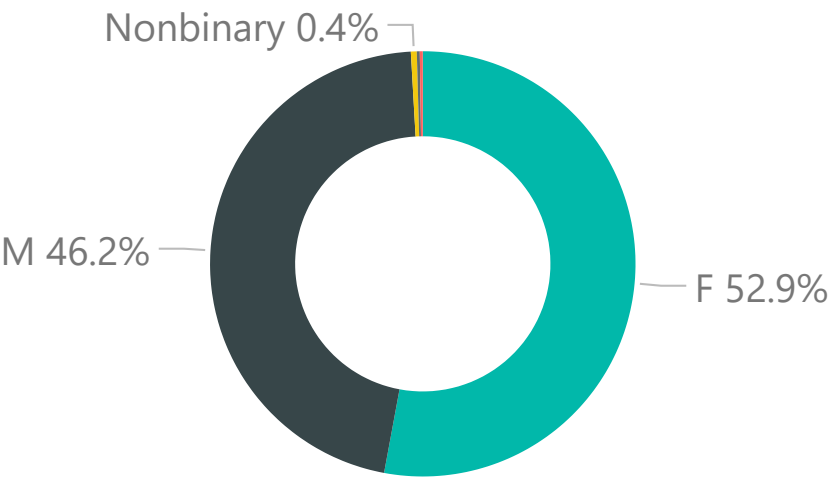
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	222	205	241	236
M	169	164	212	206
Nonbinary				2
X			1	1

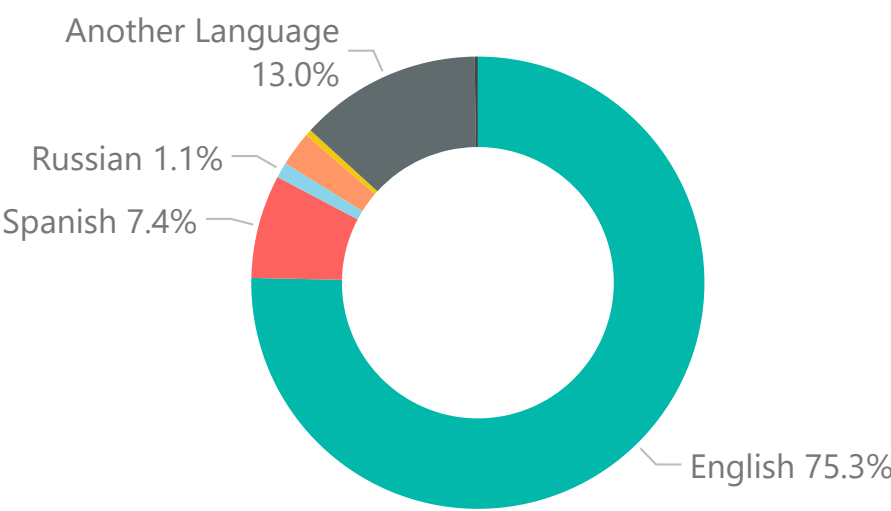
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	316	294	344	336
Spanish	22	22	33	33
Russian	10	10	5	5
Arabic	4	4	11	11
Urdu	2	2	2	2
Another Language	38	37	59	58
No Language Reported		1	1	1

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy Monterey Bay

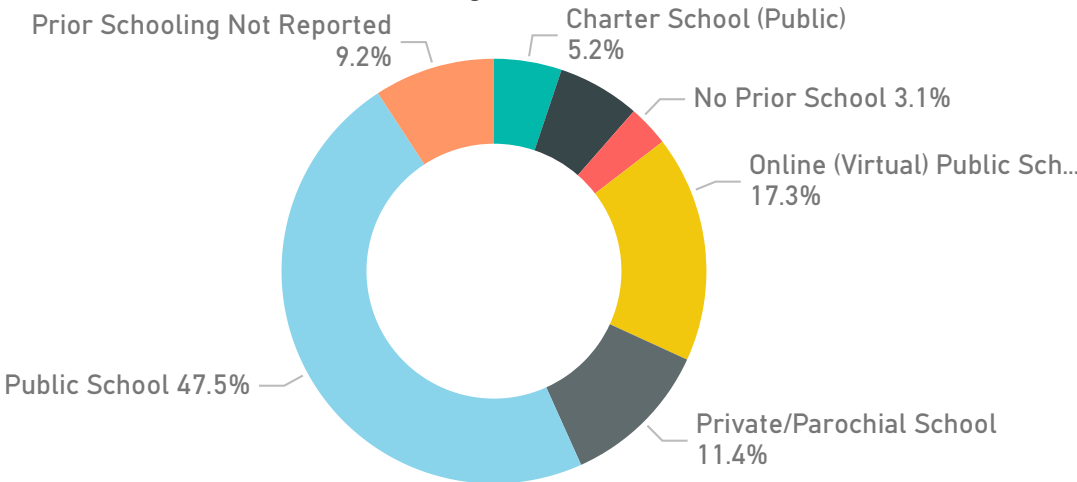
January 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	15	15	26	23
Home School	13	11	30	28
No Prior School	20	19	14	14
Online (Virtual) Public School	59	58	78	77
Private/Parochial School	46	45	52	51
Public School	198	175	214	212
Prior Schooling Not Reported	41	47	41	41

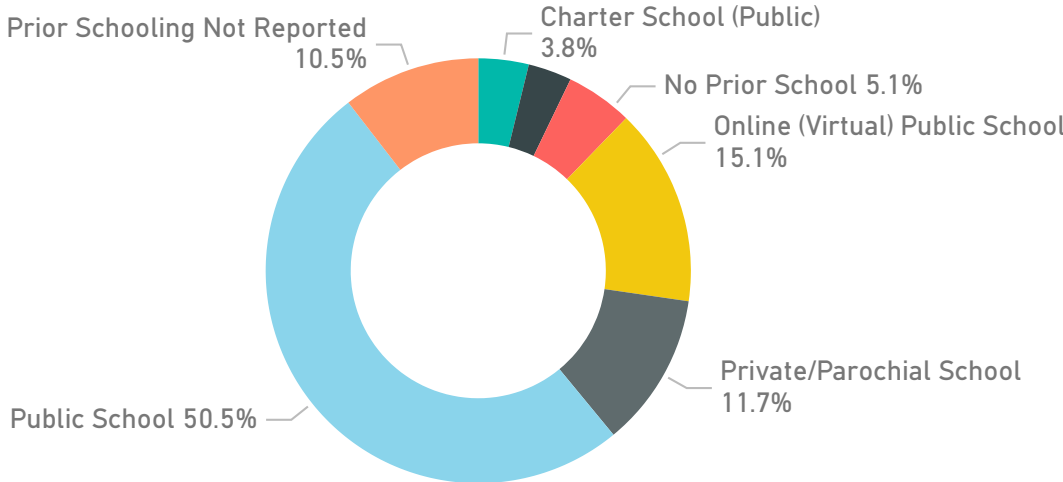
Prior Schooling

January 31, 2022



Prior Schooling

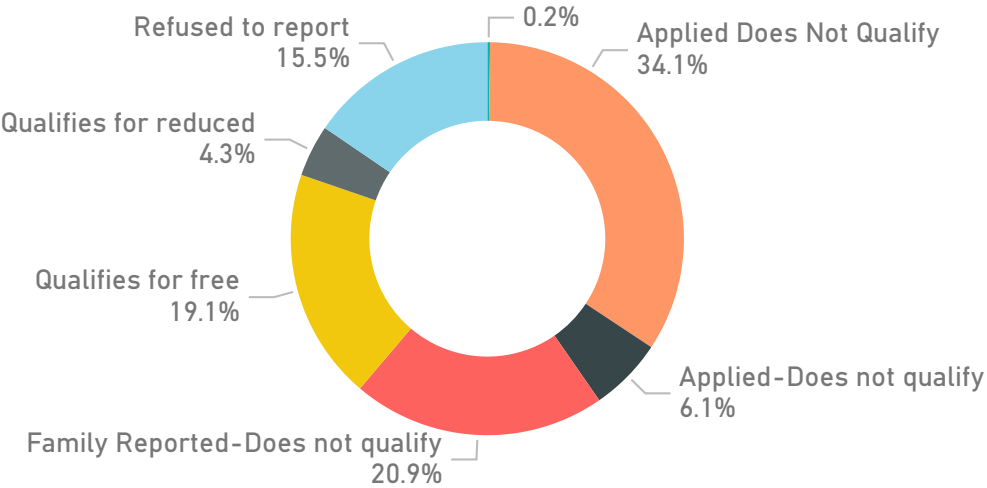
January 31, 2021



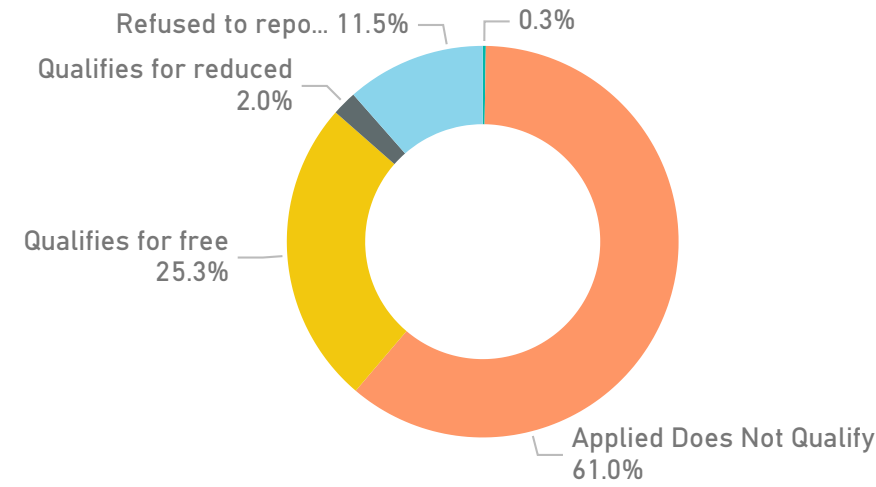
California Connections Academy Monterey Bay

January 31, 2022

FARM Eligibility
January 31, 2022

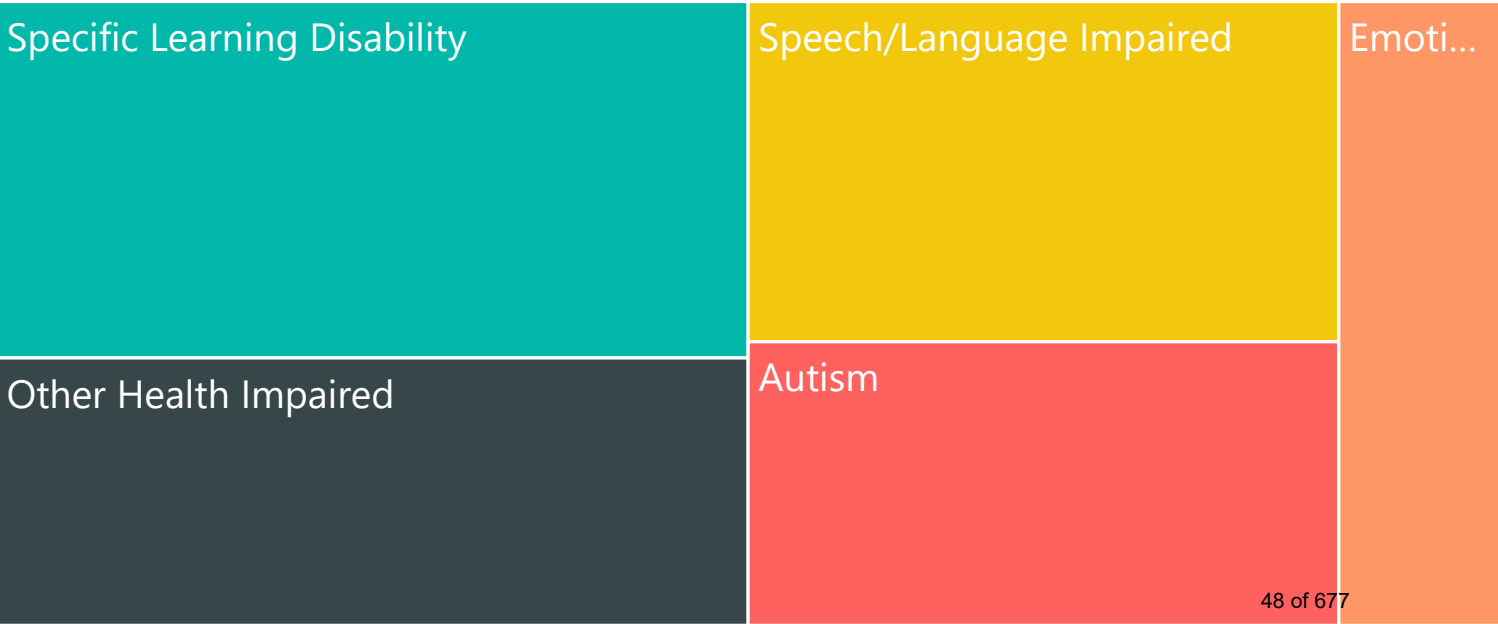


FARM Eligibility
January 31, 2021



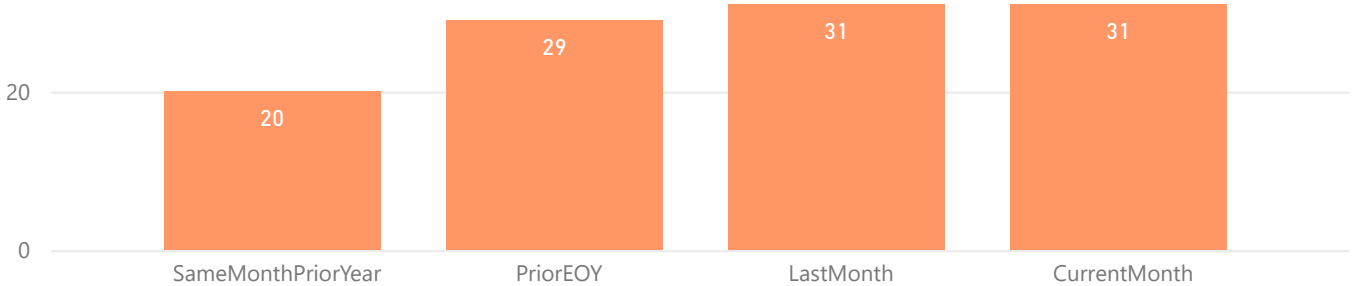
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	6	5	4	5
Emotionally Impaired	2	2	3	3
Hearing Impaired	1	1		
Other Health Impaired	8	8	6	6
Specific Learning Disability	11	12	8	8
Speech/Language Impaired	2	3	5	6

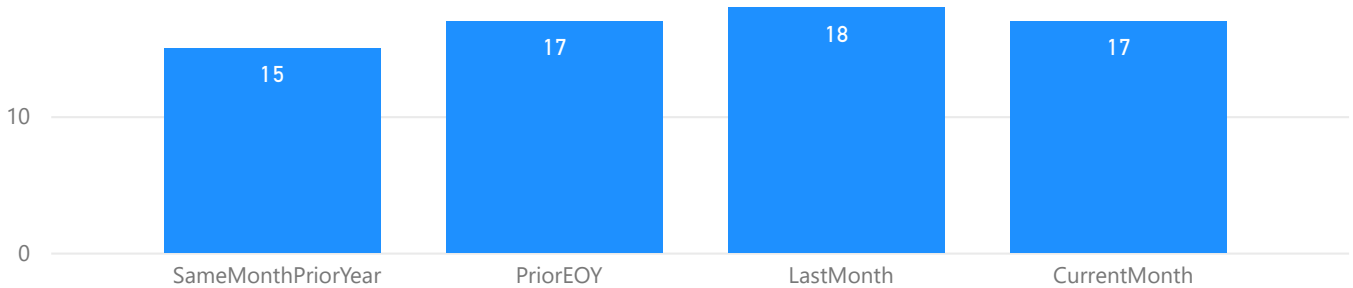


California Connections Academy Monterey Bay
January 31, 2022

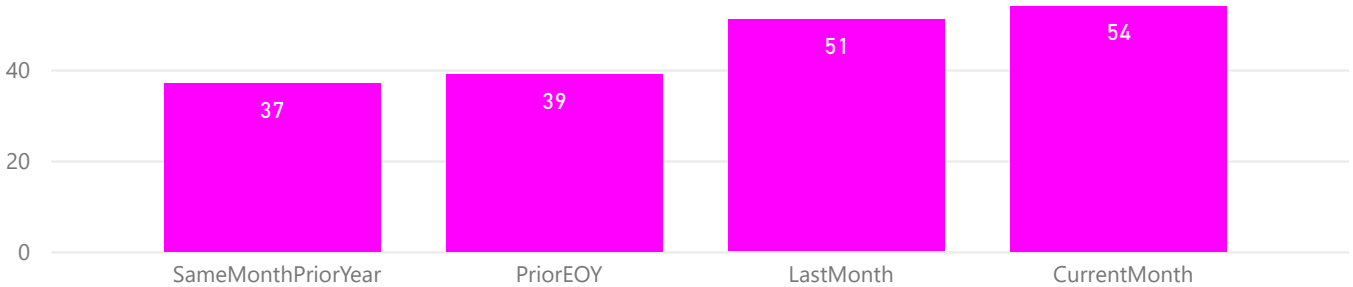
Gifted



Plan504



IEP



Currently Enrolled

446

Gifted

7%

Plan504

4%

IEP

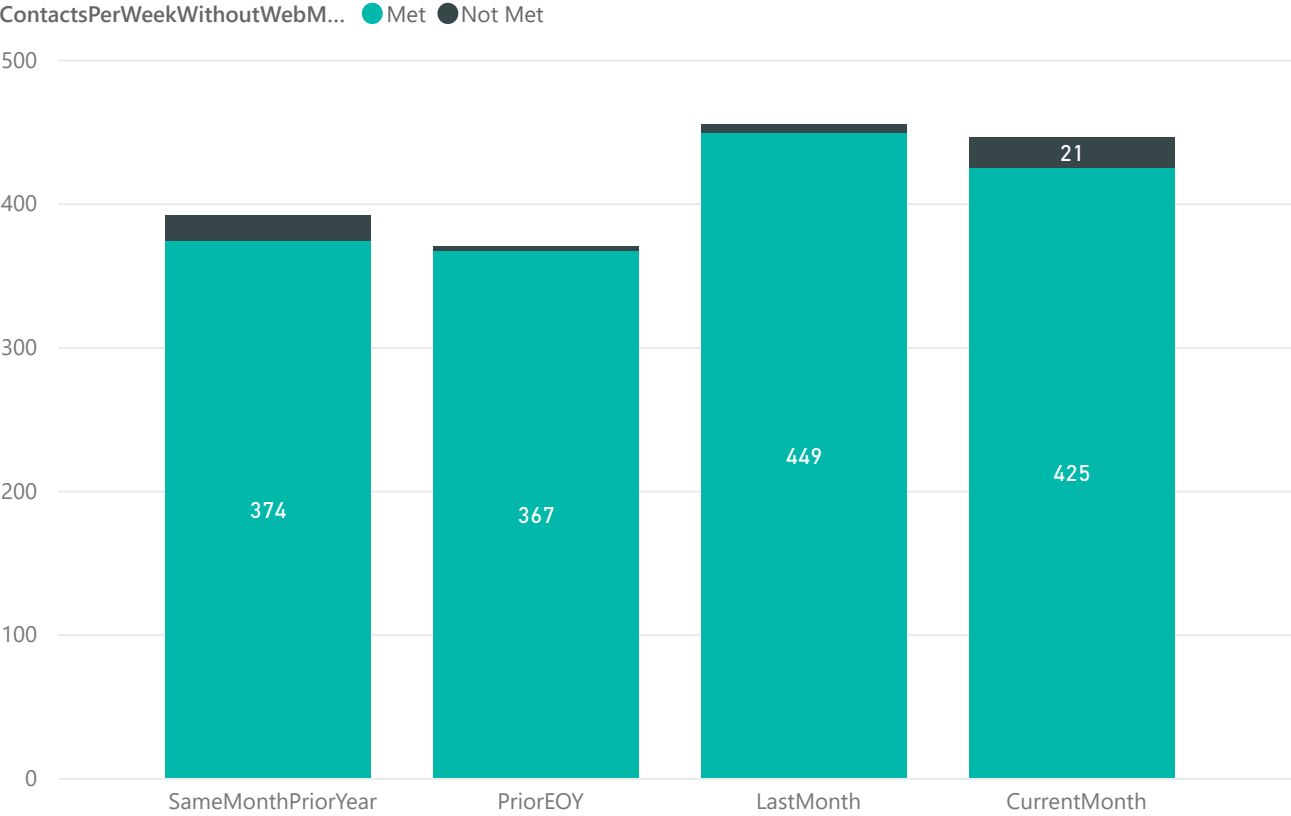
12%

Not in Special Population

77%

California Connections Academy Monterey Bay
January 31, 2022

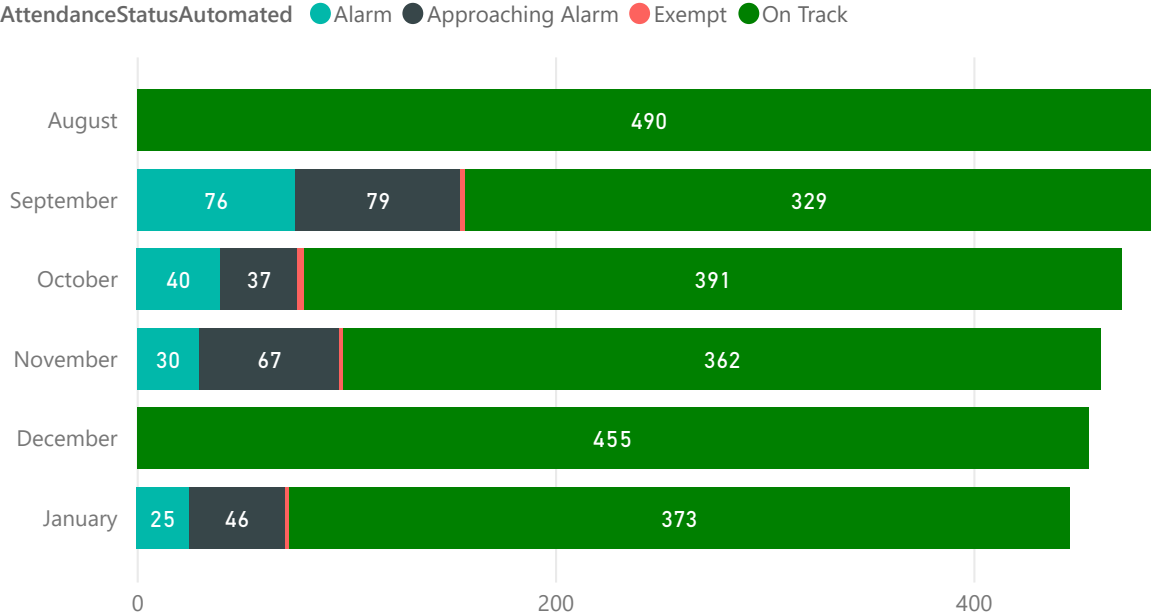
Contacts Per Week



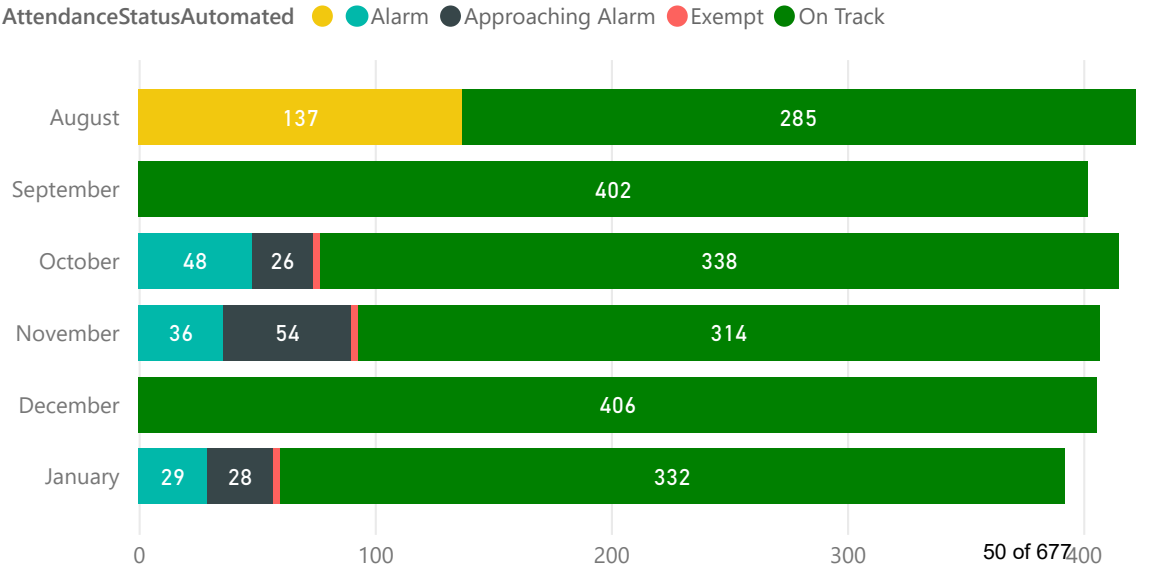
Currently Enrolled

446

School Year: 2021-2022



School Year: 2020-2021



California Connections Academy Monterey Bay

January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	98%	103%	100%
3-5	100%	90%	102%	98%
6-8	101%	91%	106%	100%
9-12	93%	95%	97%	95%
Total	97%	94%	101%	97%

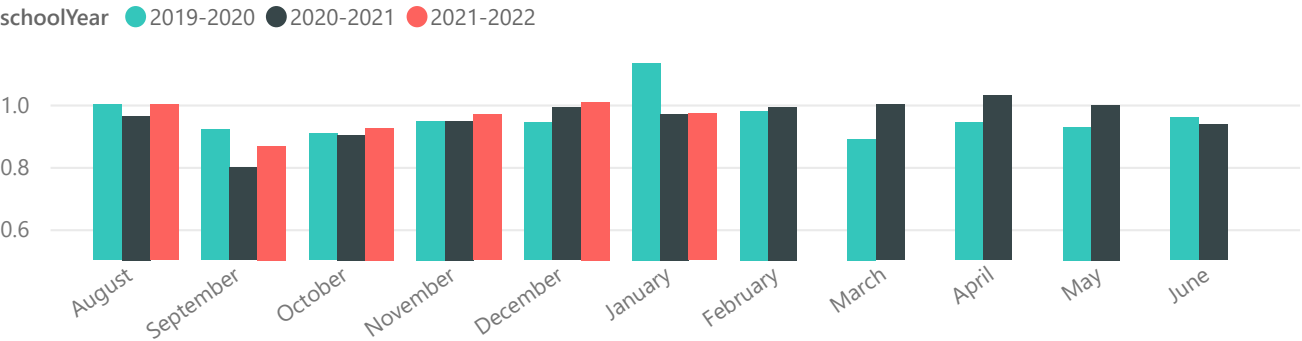
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	94%	86%	90%
3-5	86%	85%	84%	83%
6-8	83%	85%	84%	84%
9-12	75%	82%	76%	76%
Total	81%	85%	80%	81%

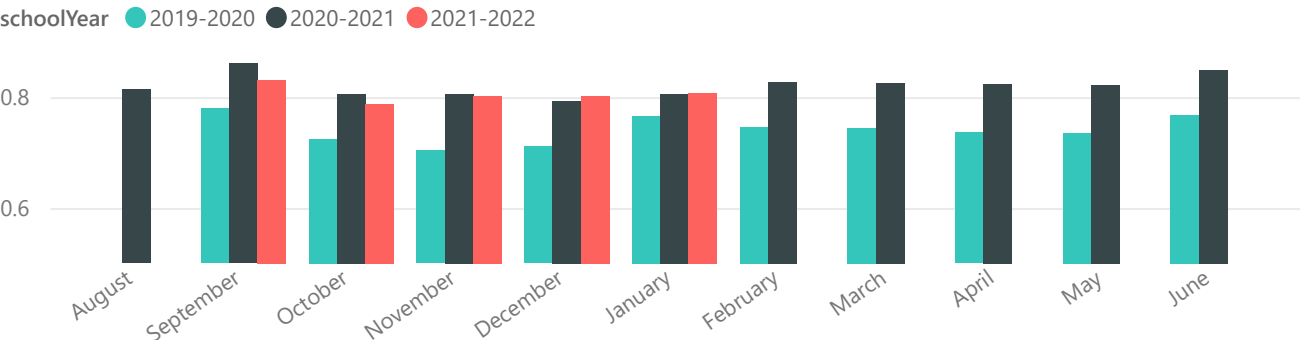
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	99%	97%	98%
3-5	97%	98%	98%	97%
6-8	97%	98%	98%	98%
9-12	90%	93%	94%	94%
Total	94%	96%	96%	96%

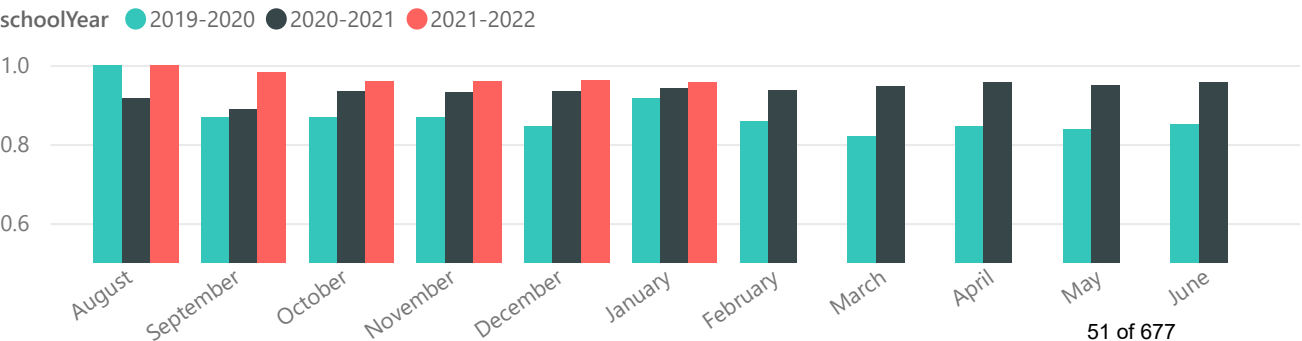
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy Monterey Bay January 31, 2022				Current Enrollment Month-Over-Month Change																																																			
446		536						-2%																																																			
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change																																																			
592								14%																																																			
Monthly Student Current Enrollment Comparison						Total YTD Enrollment																																																					
<div>schoolYear 2019-2020 2020-2021 2021-2022</div> <table><thead><tr><th>Month</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th></tr></thead><tbody><tr><td>August</td><td>209</td><td>490</td><td></td></tr><tr><td>September</td><td>280</td><td>486</td><td></td></tr><tr><td>October</td><td>286</td><td>471</td><td></td></tr><tr><td>November</td><td>303</td><td>461</td><td></td></tr><tr><td>December</td><td>300</td><td>455</td><td></td></tr><tr><td>January</td><td>317</td><td>446</td><td></td></tr><tr><td>February</td><td>345</td><td></td><td></td></tr><tr><td>March</td><td>365</td><td></td><td></td></tr><tr><td>April</td><td>369</td><td></td><td></td></tr><tr><td>May</td><td>367</td><td></td><td></td></tr><tr><td>June</td><td>364</td><td></td><td></td></tr></tbody></table>						Month	2019-2020	2020-2021	2021-2022	August	209	490		September	280	486		October	286	471		November	303	461		December	300	455		January	317	446		February	345			March	365			April	369			May	367			June	364			ReportPeriod		SameMonthPriorYear		CurrentMonth	
						Month	2019-2020	2020-2021	2021-2022																																																		
						August	209	490																																																			
						September	280	486																																																			
						October	286	471																																																			
						November	303	461																																																			
						December	300	455																																																			
January	317	446																																																									
February	345																																																										
March	365																																																										
April	369																																																										
May	367																																																										
June	364																																																										
Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count																																																						
Enrolled, Not Grad		392	89%	446	83%																																																						
Graduated		5	1%	10	2%																																																						
Prior To Engagement		19	4%	21	4%																																																						
Withdrawal During School Year		24	5%	59	11%																																																						
Total		440	100%	536	100%																																																						
New & Returning						Household Data			Students Per Active Household																																																		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth	SameMonthPriorYear		CurrentMonth																																															
New or Returning		Students	%CT Students	Students	%CT Students																																																						
New		146	37.24%	235	52.69%	Active		311	357	1.26		1.25																																															
Returning		246	62.76%	211	47.31%	Graduated		5	11																																																		
						WD During School Year		21	48																																																		
						WD Prior To Engagement		14	18																																																		
Grade Distribution						Withdrawal Reason																																																					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason						SameMont																																															
GradeDistribution		Students	%CT Students	Students	%CT Students																																																						
PK-2		47	12%	57	13%																																																						
PK		2	1%	2	0%																																																						
KG		13	3%	17	4%																																																						
1		18	5%	23	5%																																																						
2		14	4%	15	3%																																																						
3-5		67	17%	69	15%																																																						
3		22	6%	17	4%																																																						
4		17	4%	24	5%																																																						
5		28	7%	28	6%																																																						
6-8		88	22%	109	24%																																																						
6		23	6%	33	7%																																																						
7		33	8%	36	8%																																																						
8		32	8%	40	9%																																																						
9-12		190	48%	211	47%																																																						
9		44	11%	40	9%																																																						
10		35	9%	59	13%																																																						
11		49	13%	51	11%																																																						
Total		392	100%	446	100%																																																						
						52 of 677																																																					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	222	236
M	169	206
Nonbinary		2
X		1

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	316	336
Spanish	22	33
Russian	10	5
Arabic	4	11
Urdu	2	2
Another Language	38	58
No Language Reported		1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	130	154
Not Hispanic or Latino	261	291

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	27	39
Asian	112	149
Black/African American	25	29
Native Hawaiian or Other Pacific Islander	20	24
White	268	296

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	229	148
Applied-Does not qualify		27
Family Reported-Does not qualify		86
Qualifies for free	85	74
Qualifies for reduced	7	16
Refused to report	40	66

California Connections Academy Monterey Bay January 31, 2022		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	6	5
Emotionally Impaired	2	3
Hearing Impaired	1	
Other Health Impaired	8	6
Specific Learning Disability	11	8
Speech/Language Impaired	2	6

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	20	31

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	15	17

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	37	54

Gifted	Plan504
7%	4%
IEP	Not in Special Population
12%	77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native		1
Asian	76	94
Black/African American	10	9
Hispanic or Latino	130	154
Multiple Races	38	50
Native Hawaiian or Other Pacific Islander	3	4
White	135	134

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	15	23
Home School	13	28
No Prior School	20	14
Online (Virtual) Public School	59	77
Private/Parochial School	46	51
Public School	198	212
Prior Schooling Not Reported	41	41

California Connections Academy Monterey Bay

January 31, 2022

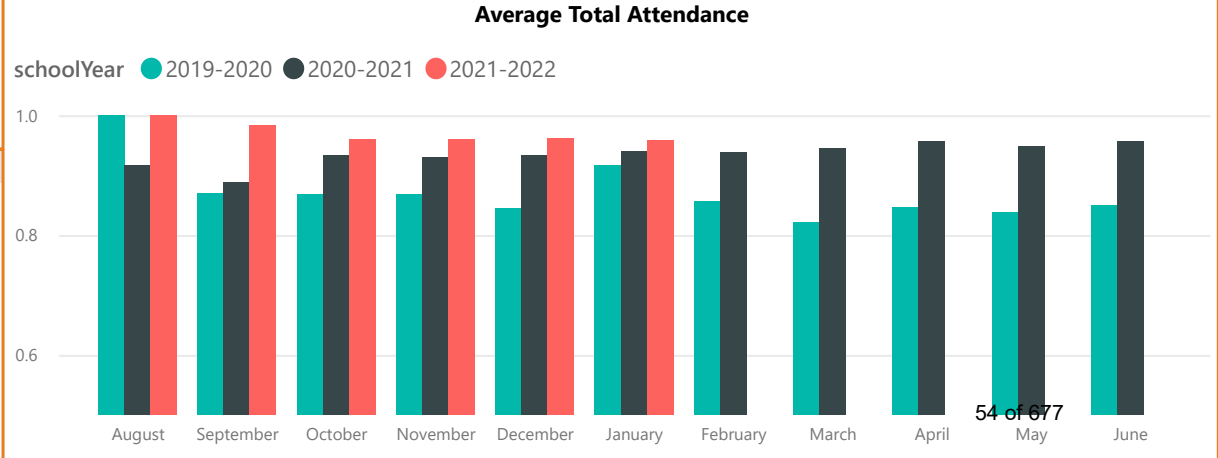
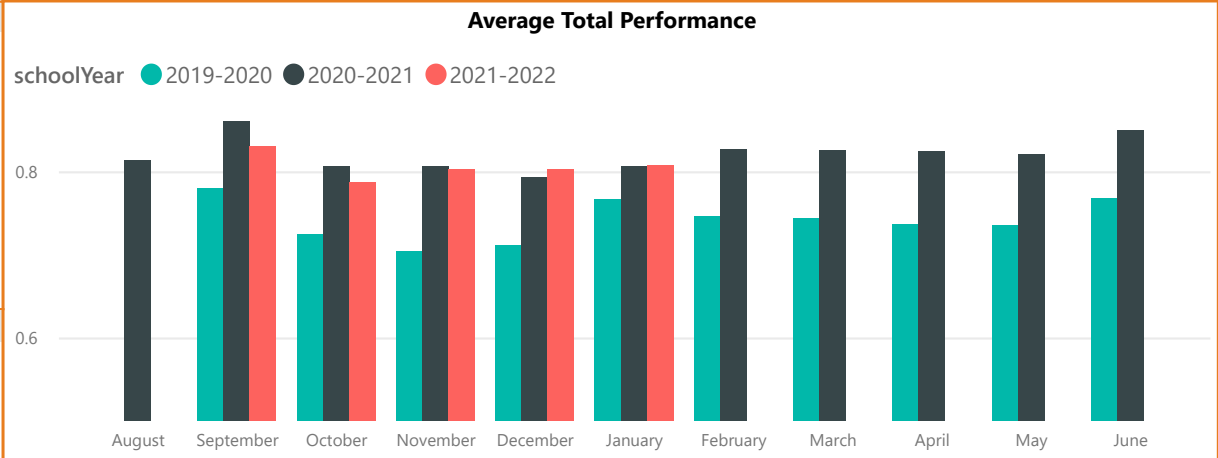
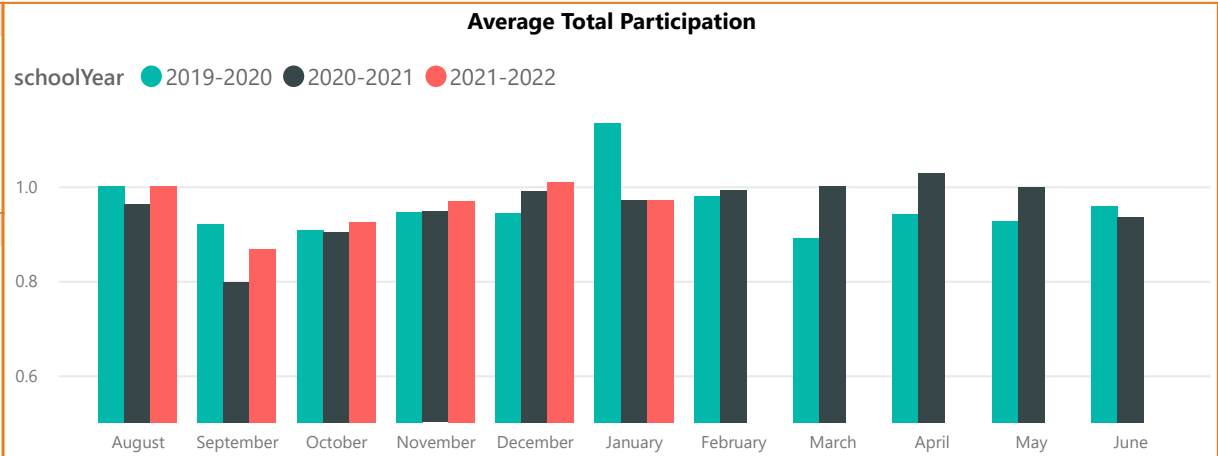
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	374	425
Not Met	18	21

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	29	25
Approaching Alarm	28	46
Exempt	3	2
On Track	332	373

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	98%
6-8	101%	100%
9-12	93%	95%
Total	97%	97%

Average Performance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	90%
3-5	86%	83%
6-8	83%	84%
9-12	75%	76%
Total	81%	81%

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	98%	98%
3-5	97%	97%
6-8	97%	98%
9-12	90%	94%
Total	94%	96%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy North Bay

Report Date

January 31, 2022

Currently Enrolled

165


Total YTD Enrolled


198

Enrollment Services Complete (Stage 4)

217

Enrolled Students by County





55 of 677

California Connections Academy North Bay
January 31, 2022

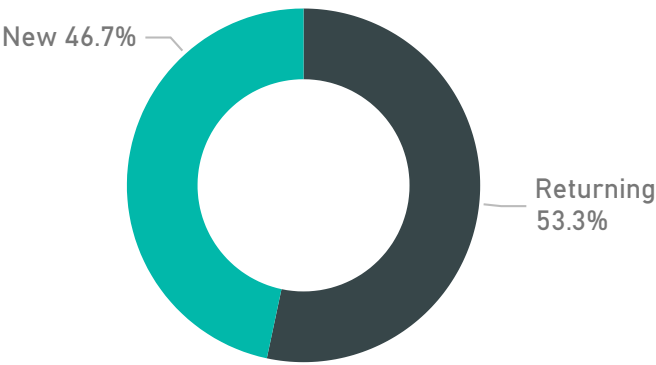
Current Enrollment Month-Over-Month Change

-3%

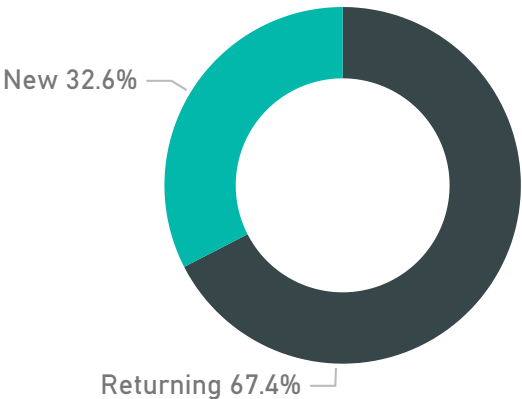
Current Enrollment Year-Over-Year Change

-4%

New and Returning

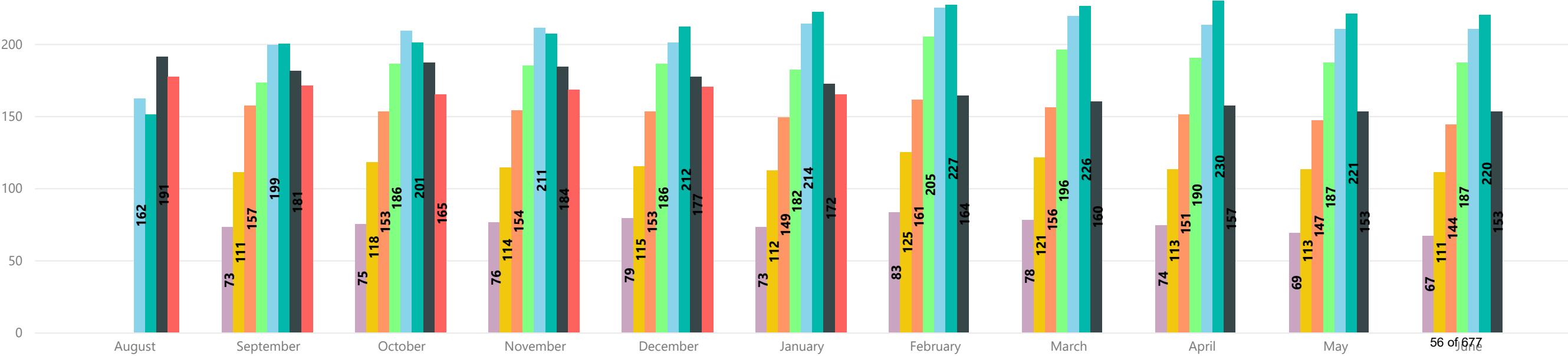


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

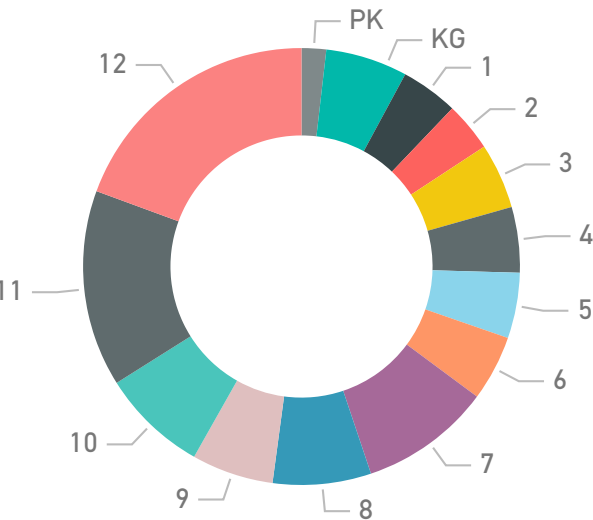
schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



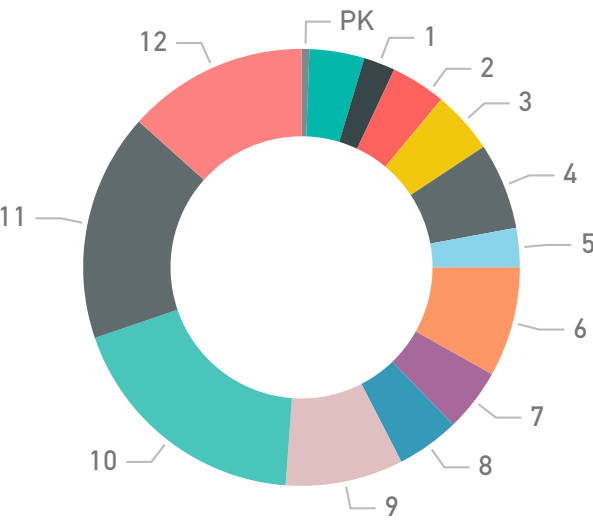
California Connections Academy North Bay

January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



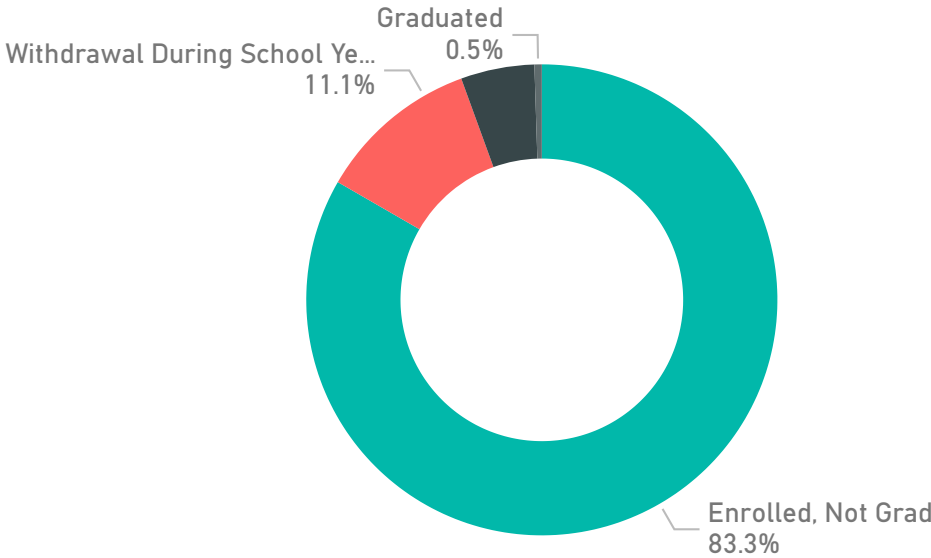
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	19	11%	16	11%	27	16%	26	16%
PK	1	1%	1	1%	4	2%	3	2%
KG	7	4%	5	3%	10	6%	10	6%
1	4	2%	3	2%	7	4%	7	4%
2	7	4%	7	5%	6	4%	6	4%
3-5	24	14%	23	15%	26	15%	24	15%
3	8	5%	8	5%	9	5%	8	5%
4	11	6%	10	7%	8	5%	8	5%
5	5	3%	5	3%	9	5%	8	5%
6-8	30	17%	27	18%	37	22%	36	22%
6	14	8%	13	9%	9	5%	8	5%
7	8	5%	6	4%	16	9%	16	10%
8	8	5%	8	5%	12	7%	12	7%
9-12	99	58%	85	56%	80	47%	79	48%
9	15	9%	14	9%	11	6%	10	6%
10	32	19%	32	21%	13	8%	13	8%
11	29	17%	25	17%	24	14%	24	15%
12	23	13%	14	9%	32	19%	32	19%
Total	172	100%	151	100%	170	100%	165	100%

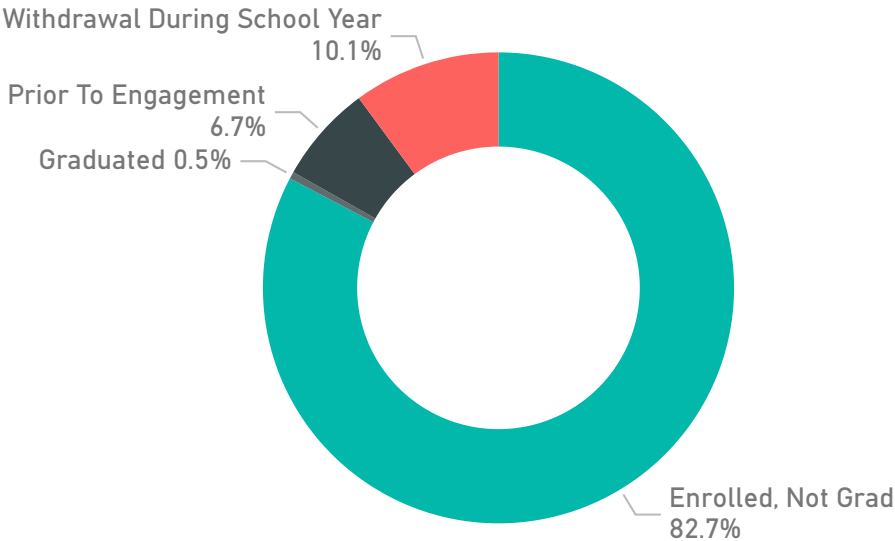
California Connections Academy North Bay

January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	172	83%	154	72%	170	86%	165	83%
Graduated	1	0%	8	4%	1	1%	1	1%
Prior To Engagement	14	7%	15	7%	10	5%	10	5%
Withdrawal During School Year	21	10%	37	17%	16	8%	22	11%
Total	208	100%	214	100%	197	100%	198	100%

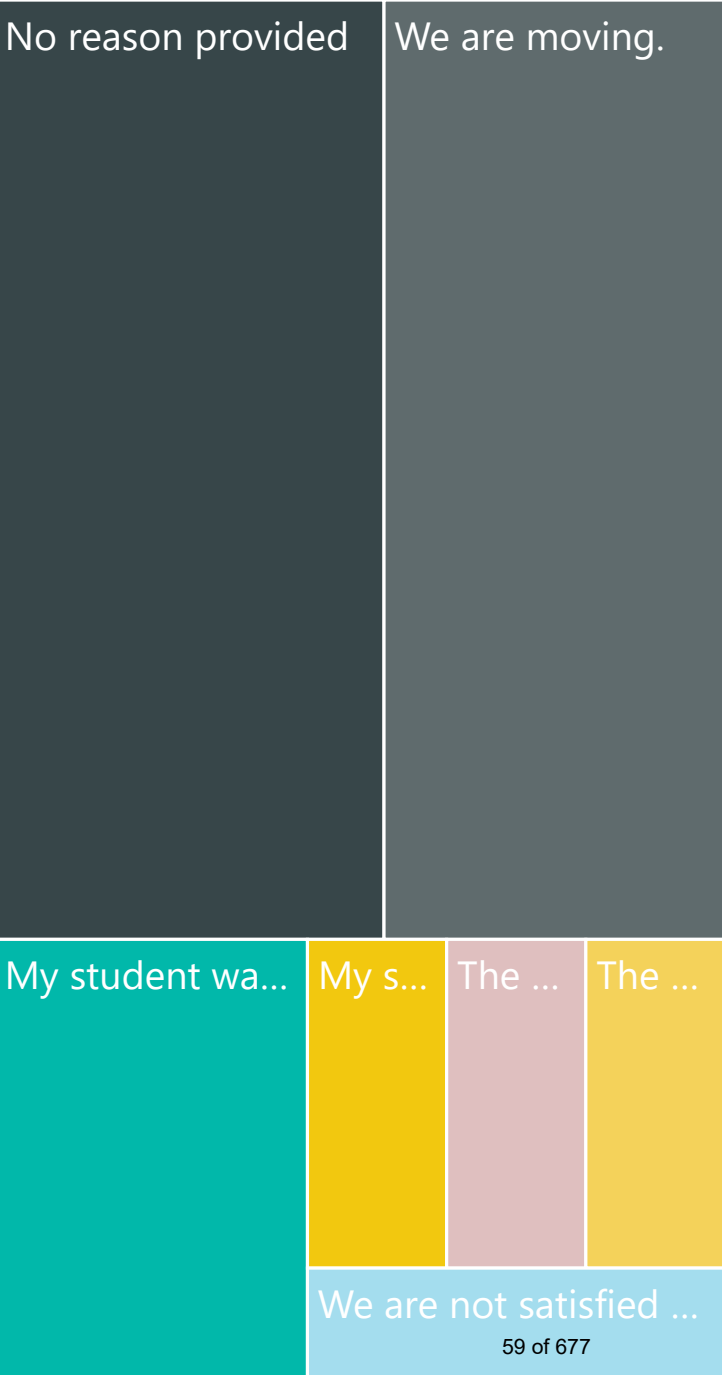
Enrollment Services Complete (Stage 4)

217

California Connections Academy North Bay
January 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Another Reason	1	1		
Different/Better Schooling Option (Not related to socialization)		1	1	3
Inactivity	2	9		
No Reason Given	7	9	7	8
Program takes too much of Learning Coach's time	2	2		1
Program takes too much of student's time			1	1
Pursuing GED	1	2		
Student wants more socialization	2	2		1
The curriculum is too hard	3	3		
Transition to virtual school too difficult		1		
Unhappy with the school				1
We are moving	3	7	7	7



California Connections Academy North Bay

January 31, 2022

Household Data

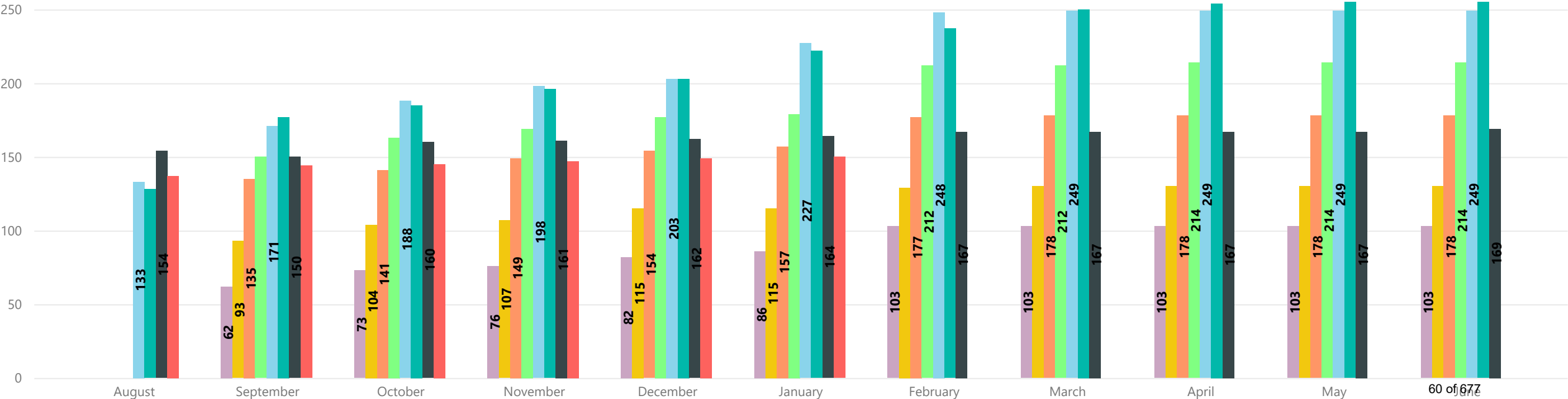
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	133	116	131	129
Graduated	1	8	1	1
WD During School Year	18	32	10	13
WD Prior To Engagement	14	15	8	8

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.29	1.33	1.30	1.28

Monthly Total Households

schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



California Connections Academy North Bay
January 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	45	44	54	55
Not Hispanic or Latino	126	108	116	110

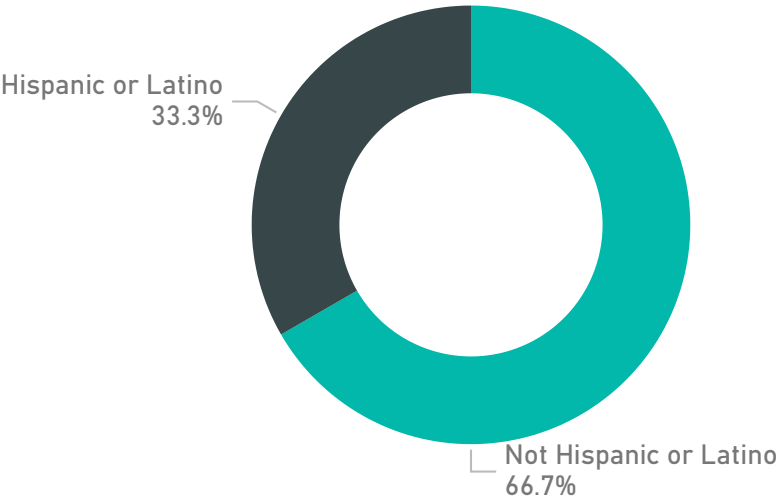
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	9	5	7	7
Asian	11	9	12	12
Black/African American	18	16	28	28
Native Hawaiian or Other Pacific Islander	7	6	9	9
White	154	138	140	135

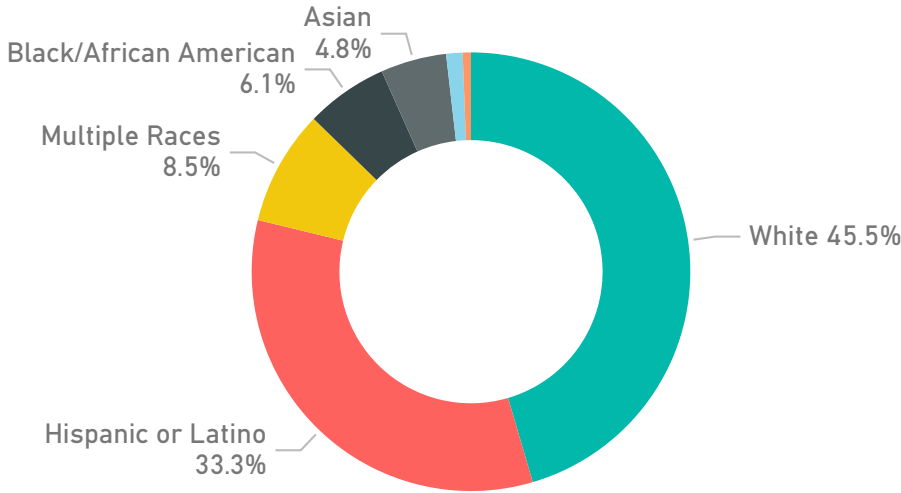
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	1	2	2
Asian	2	2	8	8
Black/African American	4	4	10	10
Hispanic or Latino	45	44	54	55
Multiple Races	18	14	14	14
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	99	87	81	75

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy North Bay
January 31, 2022

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	94	84	86	84
M	78	69	84	81

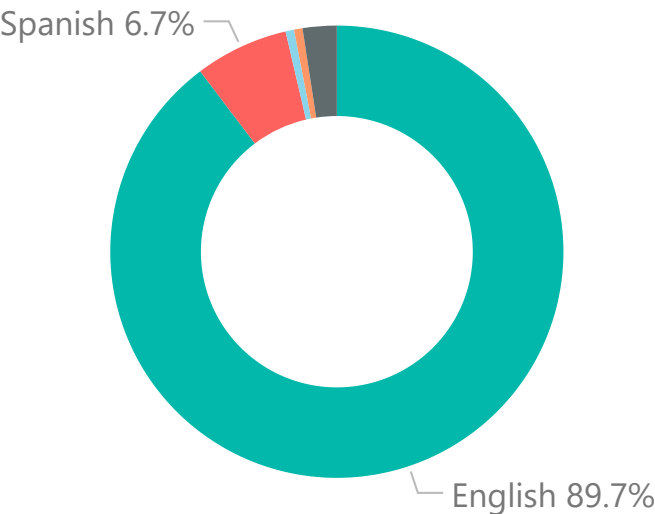
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	160	141	154	148
Spanish	5	5	10	11
Russian	1	1	1	1
Arabic	5	5	1	1
Another Language	1	1	4	4

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy North Bay

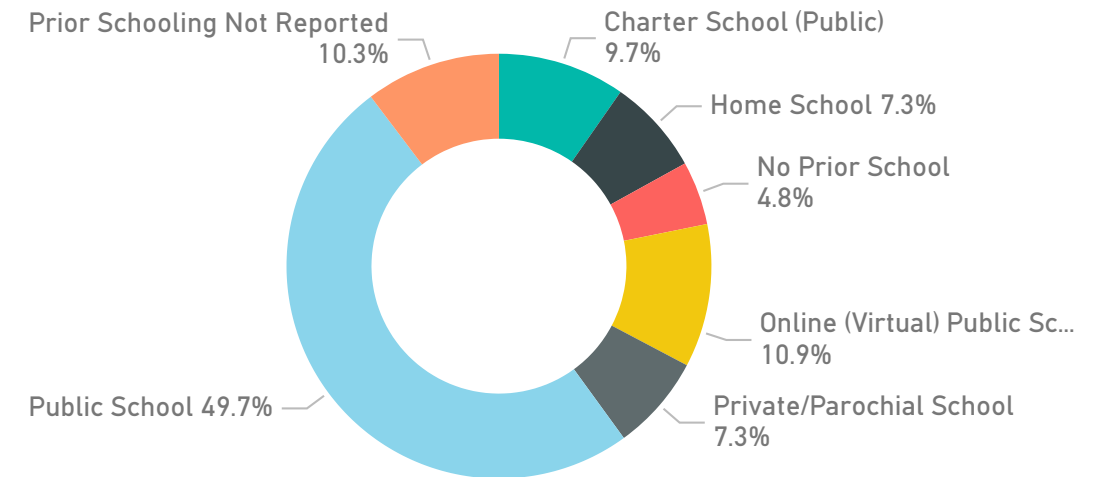
January 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	18	16	16
Home School	7	7	12	12
No Prior School	8	7	8	8
Online (Virtual) Public School	8	8	22	18
Private/Parochial School	8	6	12	12
Public School	97	85	82	82
Prior Schooling Not Reported	26	22	18	17

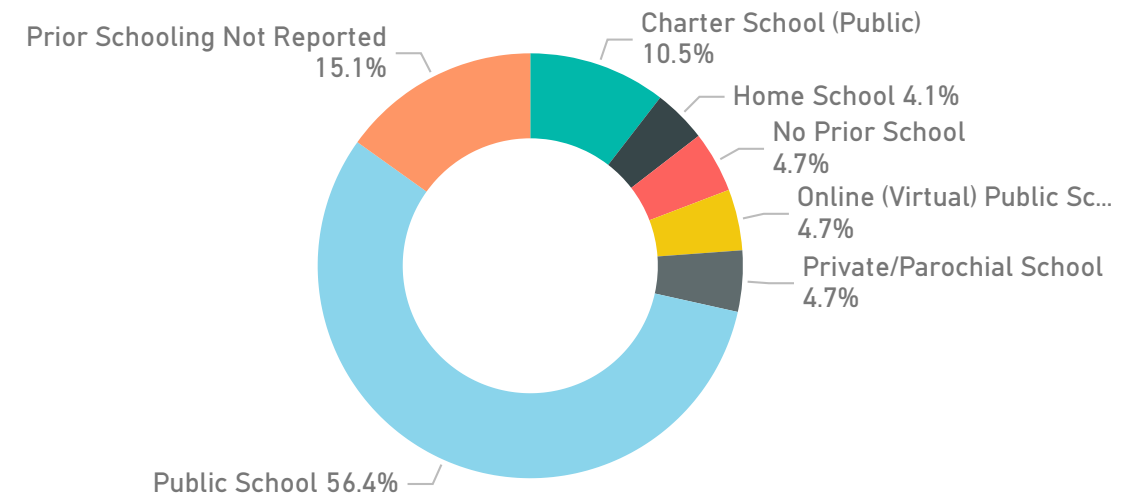
Prior Schooling

January 31, 2022



Prior Schooling

January 31, 2021

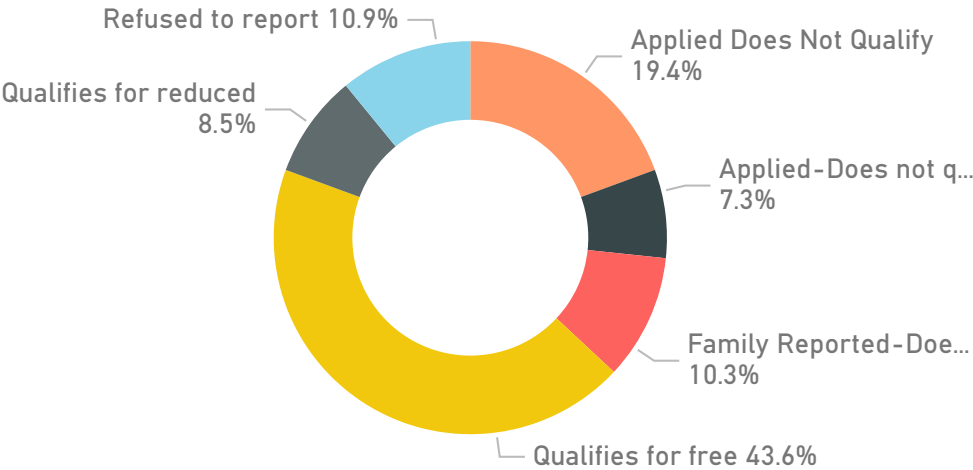


California Connections Academy North Bay

January 31, 2022

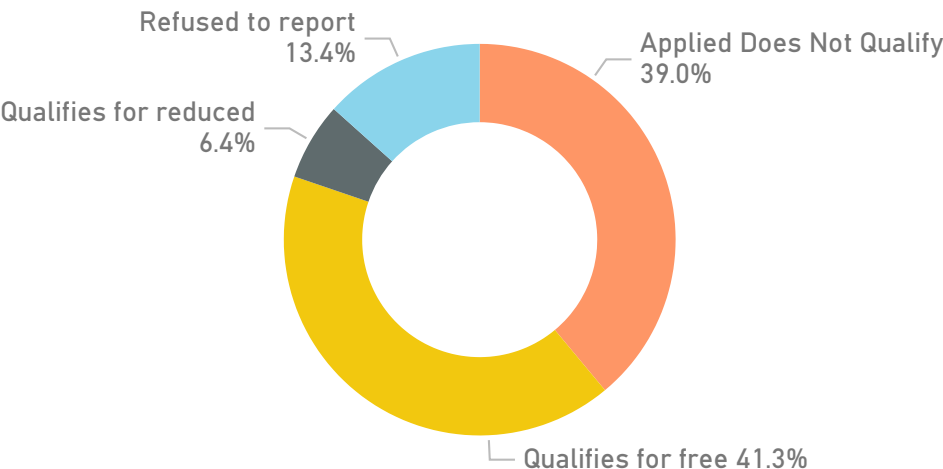
FARM Eligibility

January 31, 2022



FARM Eligibility

January 31, 2021



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	2	2	1	1
Cognitive Disability	2	2	2	2
Emotionally Impaired	3			
Other Health Impaired	3	2	1	1
Specific Learning Disability	6	6	3	3
Speech/Language Impaired	3	3	3	3

Specific Learning Disability

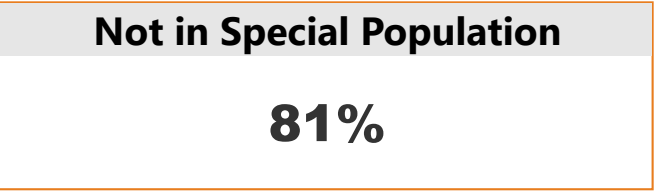
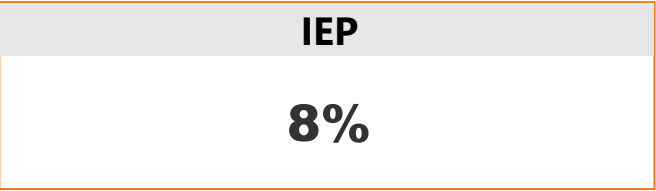
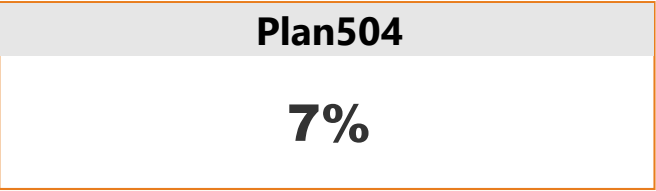
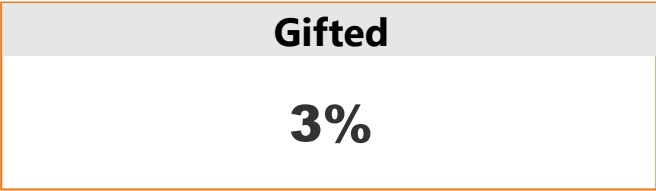
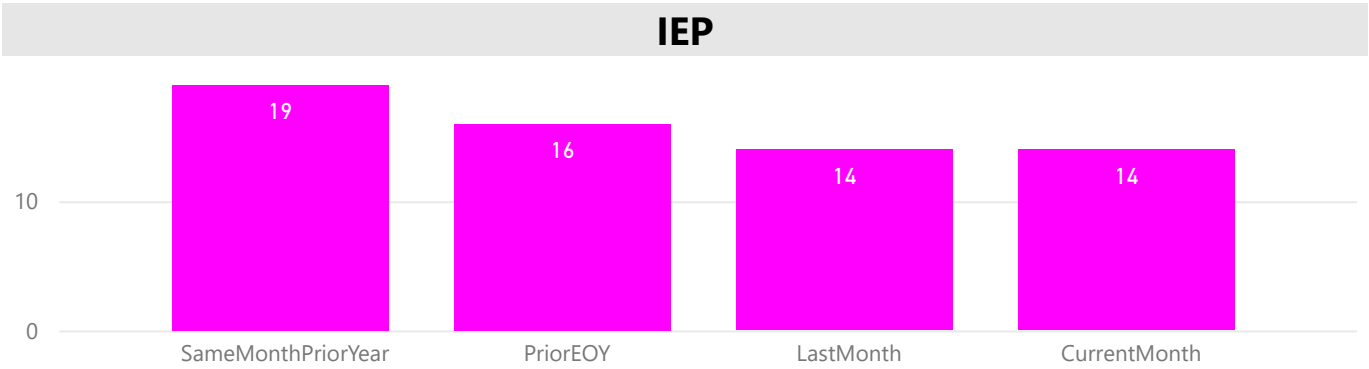
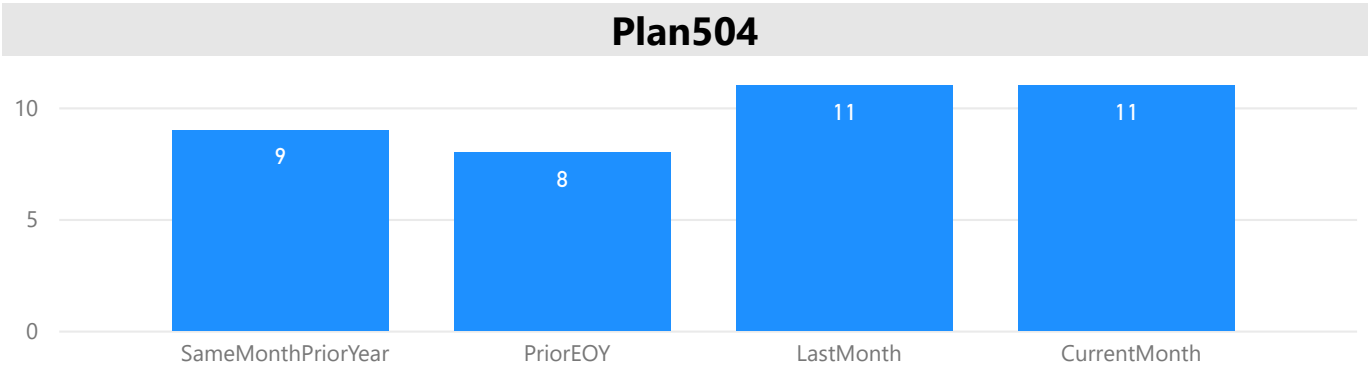
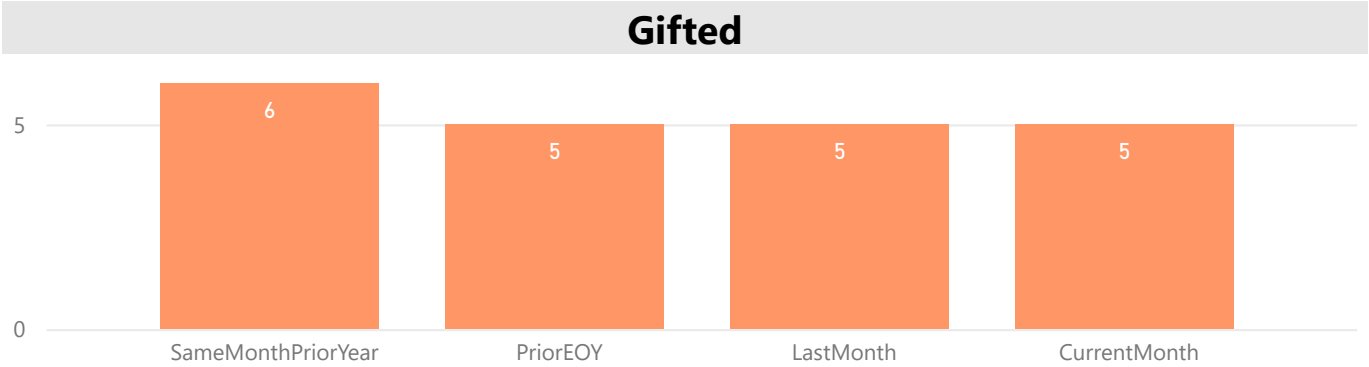
Cognitive Disability

Autism

Speech/Language Impaired

Other Health Impaired

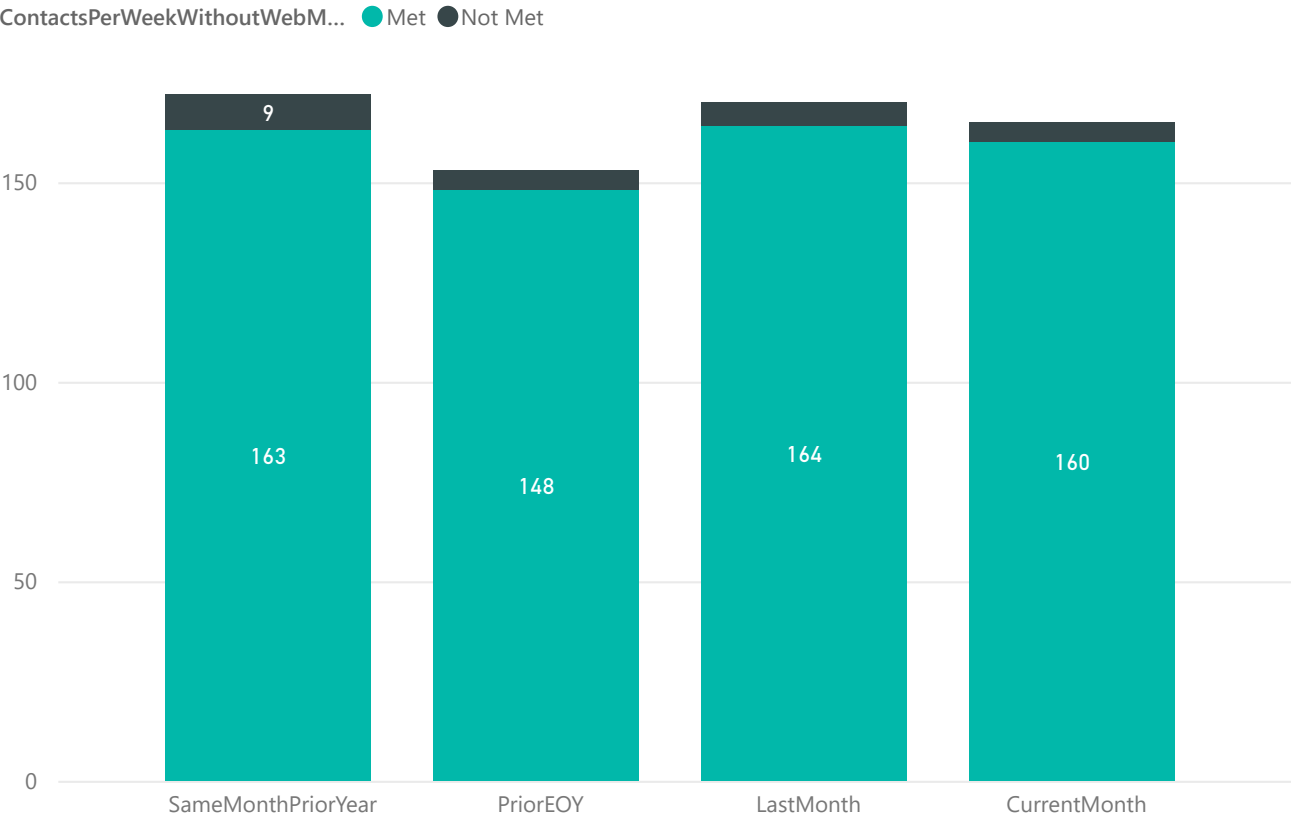
California Connections Academy North Bay
January 31, 2022



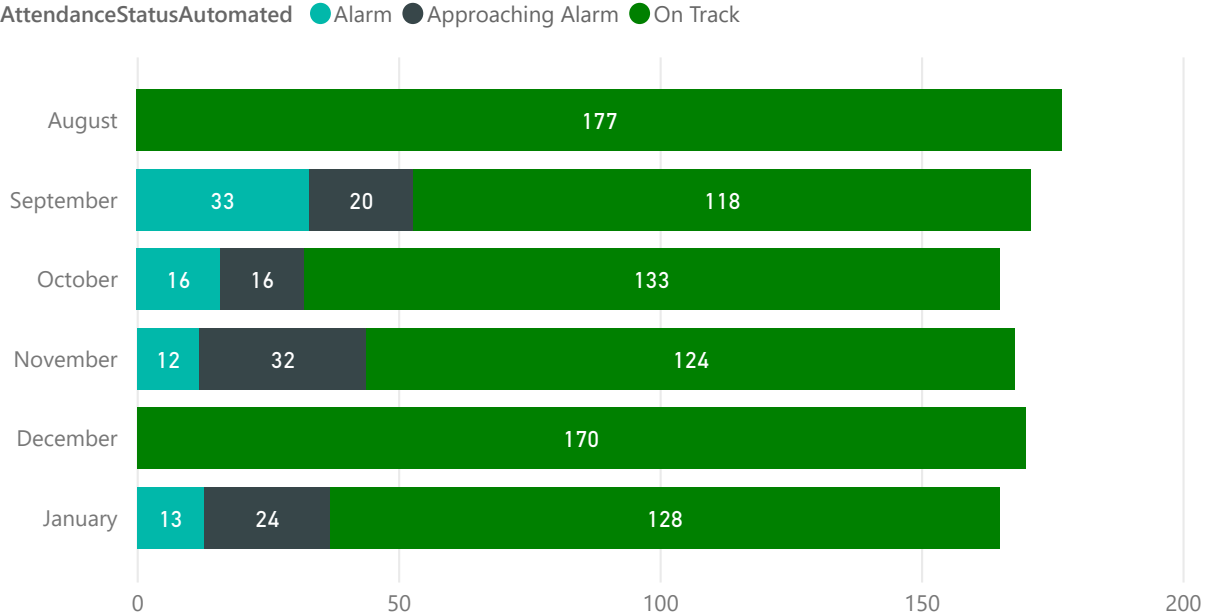
California Connections Academy North Bay

January 31, 2022

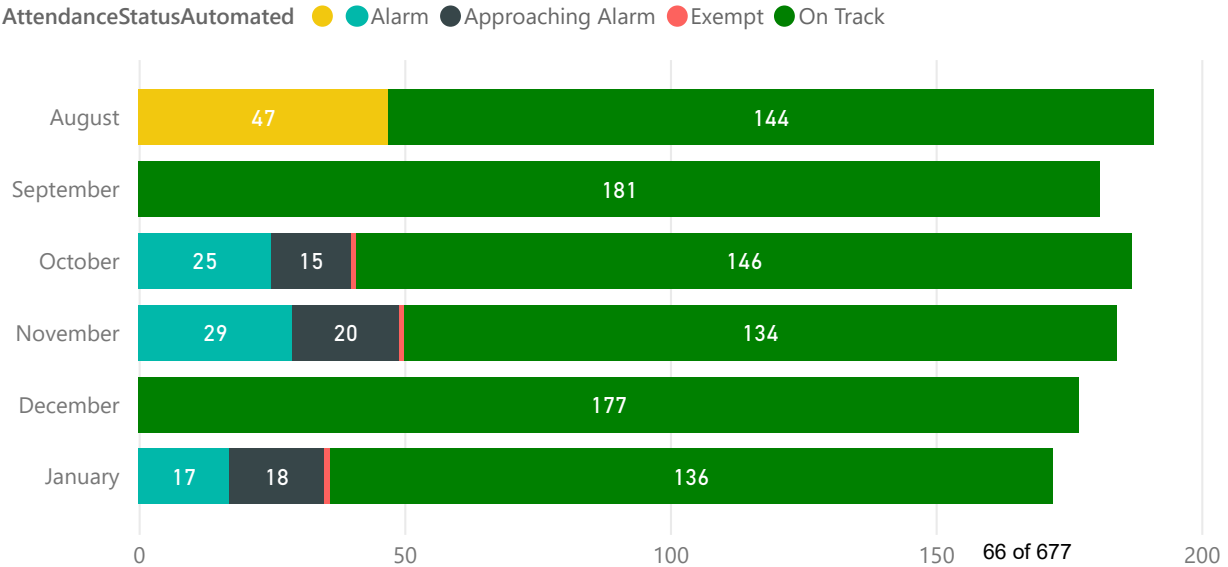
Contacts Per Week



School Year: 2021-2022



School Year: 2020-2021



Currently Enrolled

165

California Connections Academy North Bay

January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	94%	95%	96%
3-5	97%	91%	100%	100%
6-8	99%	78%	104%	99%
9-12	88%	98%	95%	92%
Total	92%	93%	98%	95%

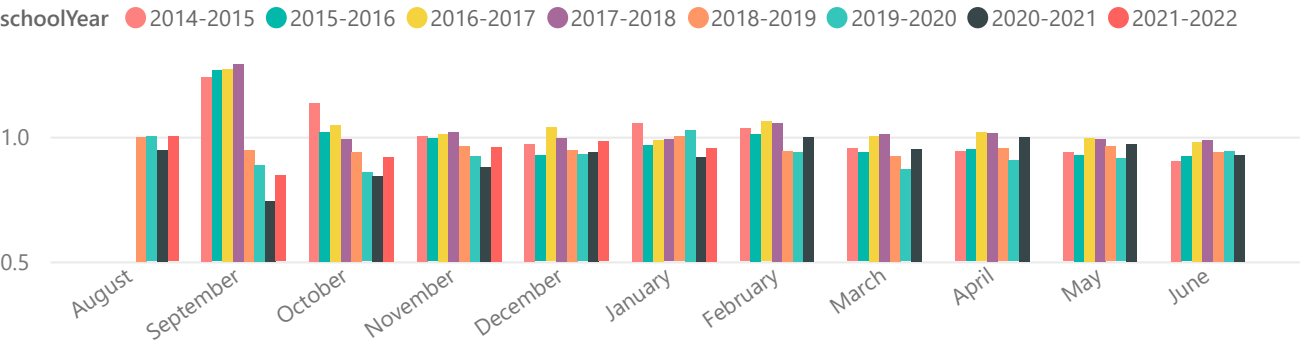
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	95%	88%	90%
3-5	85%	86%	80%	81%
6-8	74%	80%	77%	77%
9-12	69%	78%	73%	74%
Total	74%	81%	77%	78%

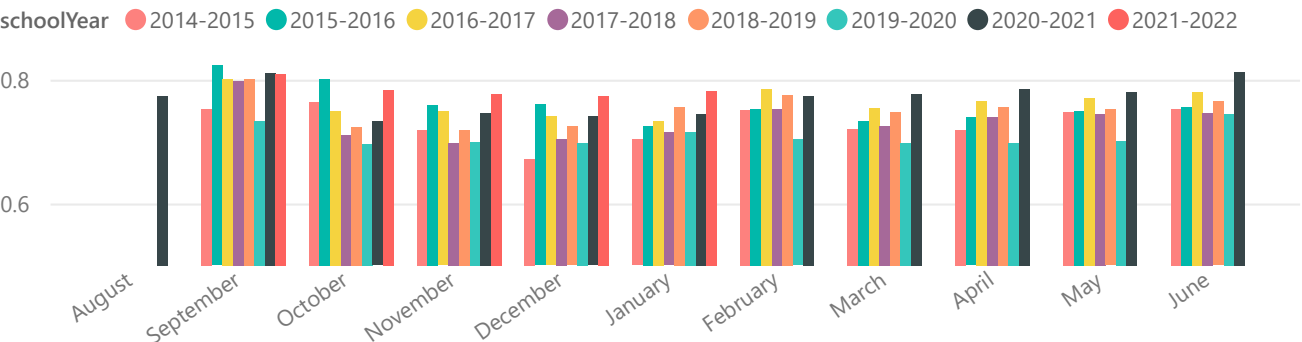
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	98%	95%	93%
3-5	97%	99%	98%	97%
6-8	97%	98%	98%	97%
9-12	87%	90%	92%	92%
Total	91%	94%	95%	94%

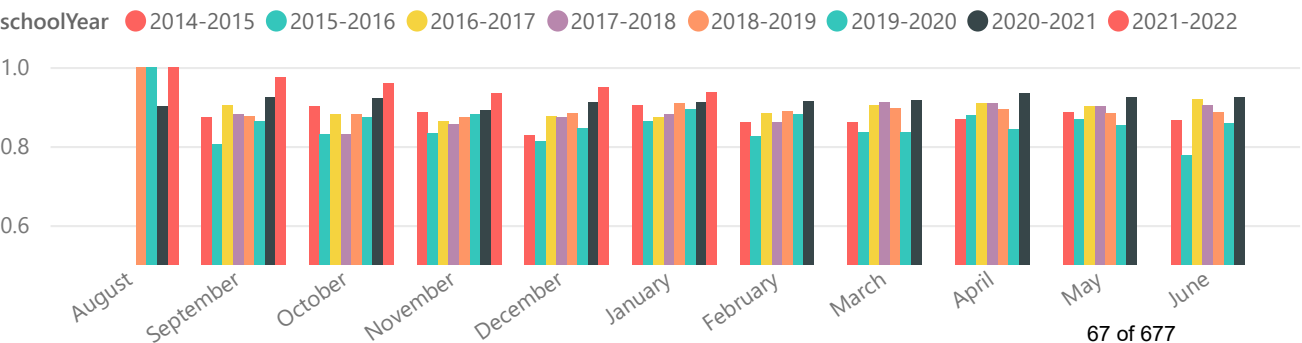
Average Total Participation

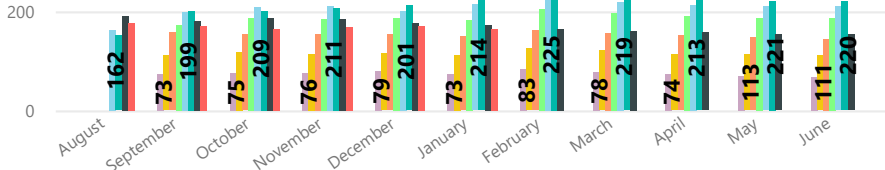


Average Total Performance



Average Total Attendance



Currently Enrolled 165		Total YTD Enrolled 198		California Connections Academy North Bay January 31, 2022				Current Enrollment Month-Over-Month Change -3%			
Enrollment Services Complete (Stage 4) 217								Current Enrollment Year-Over-Year Change -4%			
Monthly Student Current Enrollment Comparison						Total YTD Enrollment					
schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019						ReportPeriod		SameMonthPriorYear		CurrentMonth	
						Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
						Enrolled, Not Grad		172	83%	165	83%
						Graduated		1	0%	1	1%
						Prior To Engagement		14	7%	10	5%
						Withdrawal During School Year		21	10%	22	11%
						Total		208	100%	198	100%
New & Returning						Household Data				Students Per Active Household	
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth		
New or Returning		Students	%CT Students	Students	%CT Students	Active		133	129		
New		56	32.56%	77	46.67%	Graduated		1	1		
Returning		116	67.44%	88	53.33%	WD During School Year		18	13		
						WD Prior To Engagement		14	8		
Grade Distribution						Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason					
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont					
PK-2		19	11%	26	16%	Enrollment was intended to be short term and is no longer needed for my student.					
PK		1	1%	3	2%	Inactivity/Lack of Attendance					
KG		7	4%	10	6%	My student is pursuing GED					
1		4	2%	7	4%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.					
2		7	4%	6	4%	My student wants to return to a traditional school setting for socialization reasons.					
3-5		24	14%	24	15%	No reason provided					
3		8	5%	8	5%	The curriculum is too hard.					
4		11	6%	8	5%	The program takes too much of the Learning Coach's time.					
5		5	3%	8	5%	The program takes too much of the student's time.					
6-8		30	17%	36	22%	We are moving.					
6		14	8%	8	5%	We are not satisfied with our student's teachers.					
7		8	5%	16	10%						
8		8	5%	12	7%						
9-12		99	58%	79	48%						
9		15	9%	10	6%						
10		32	19%	13	8%						
11		29	17%	24	15%						
Total		172	100%	165	100%						
						68 of 677					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	94	84
M	78	81

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	160	148
Spanish	5	11
Russian	1	1
Arabic	5	1
Another Language	1	4

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	45	55
Not Hispanic or Latino	126	110

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	9	7
Asian	11	12
Black/African American	18	28
Native Hawaiian or Other Pacific Islander	7	9
White	154	135

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	61	32
Applied-Does not qualify		12
Family Reported-Does not qualify		15
Qualifies for free	61	67
Qualifies for reduced	10	12
Refused to report	21	17

California Connections Academy North Bay January 31, 2022		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	2	1
Cognitive Disability	2	2
Emotionally Impaired	3	
Other Health Impaired	3	1
Specific Learning Disability	6	3
Speech/Language Impaired	3	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	6	5

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	9	11

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	19	14

Gifted	Plan504
3%	7%
IEP	Not in Special Population
8%	81%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	2
Asian	2	8
Black/African American	4	10
Hispanic or Latino	45	55
Multiple Races	18	14
Native Hawaiian or Other Pacific Islander	1	1
White	99	75

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	16
Home School	7	12
No Prior School	8	8
Online (Virtual) Public School	8	18
Private/Parochial School	8	12
Public School	97	82
Prior Schooling Not Reported	26	17

California Connections Academy North Bay
January 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	163	160
Not Met	9	5

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	17	13
Approaching Alarm	18	24
Exempt	1	
On Track	136	128

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	96%
3-5	97%	100%
6-8	99%	99%
9-12	88%	92%
Total	92%	95%

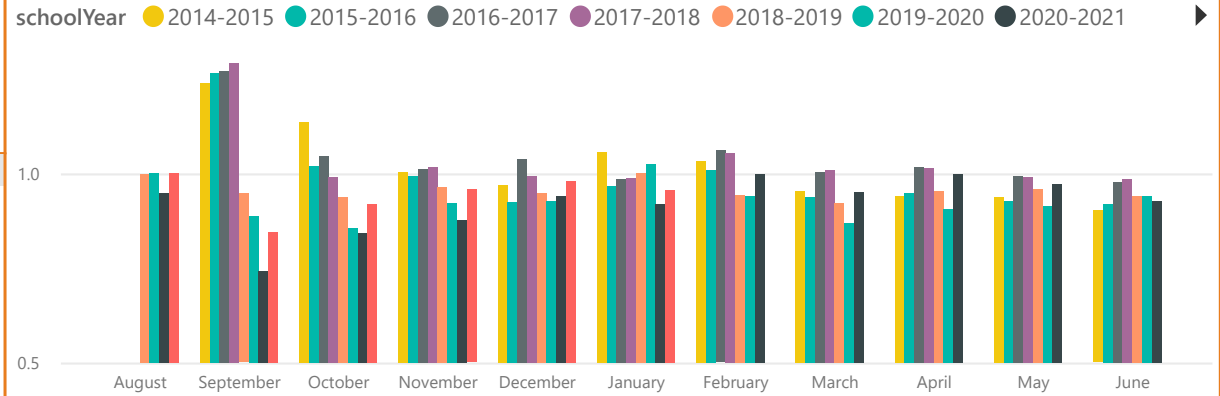
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	90%
3-5	85%	81%
6-8	74%	77%
9-12	69%	74%
Total	74%	78%

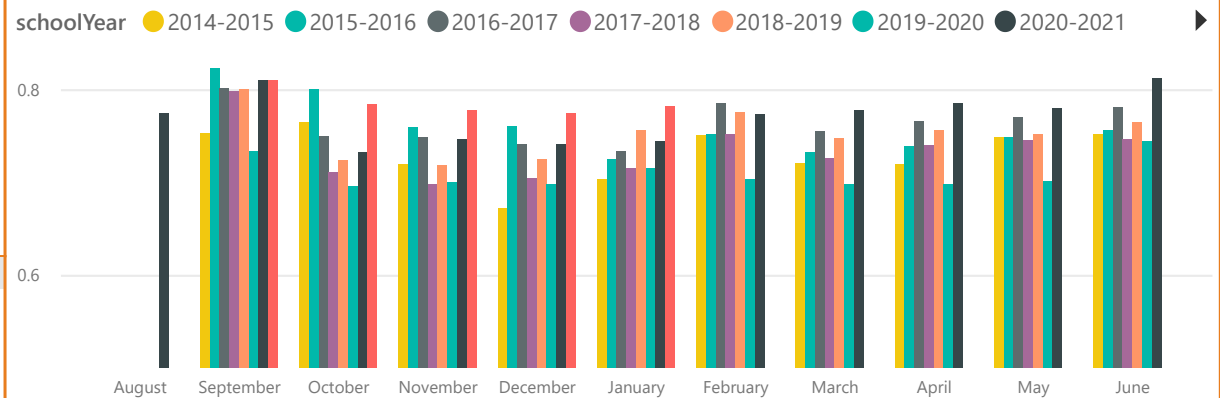
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	93%
3-5	97%	97%
6-8	97%	97%
9-12	87%	92%
Total	91%	94%

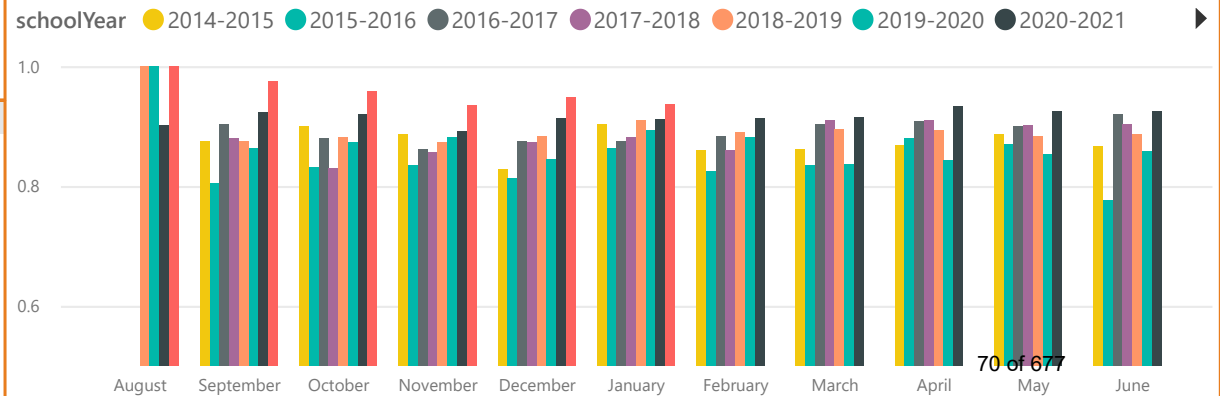
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Ripon

Report Date

January 31, 2022

Currently Enrolled

1622

Total YTD Enrolled

1869

Enrollment Services Complete (Stage 4)

2039

Enrolled Students by County

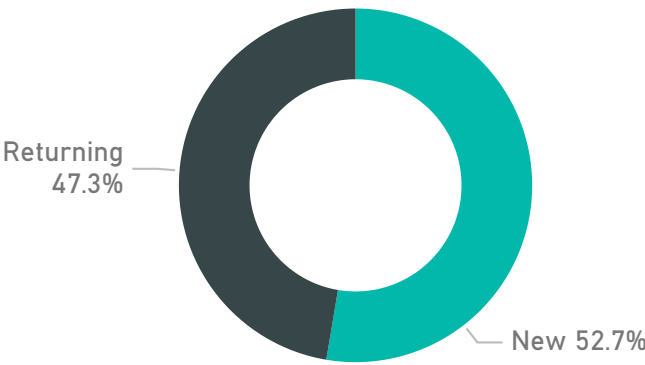


California Connections Academy Ripon
January 31, 2022

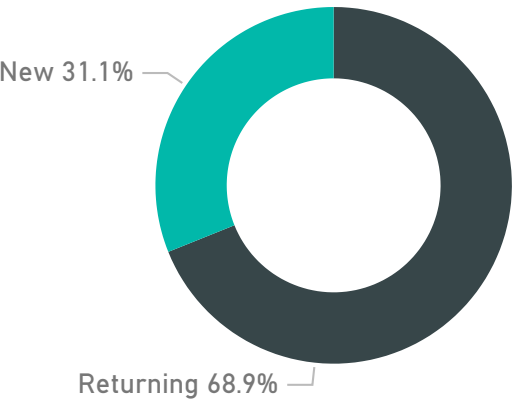
Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
14%

New and Returning

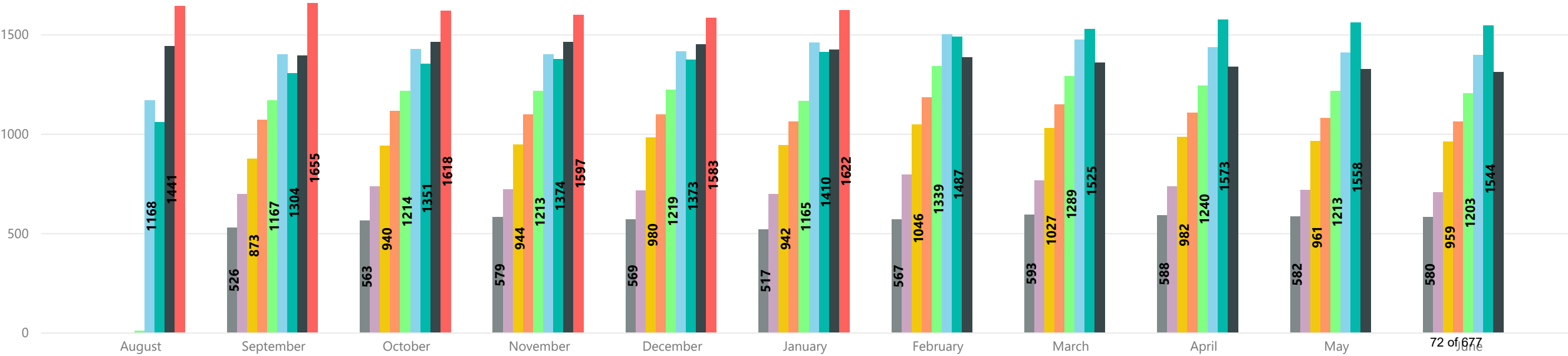


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

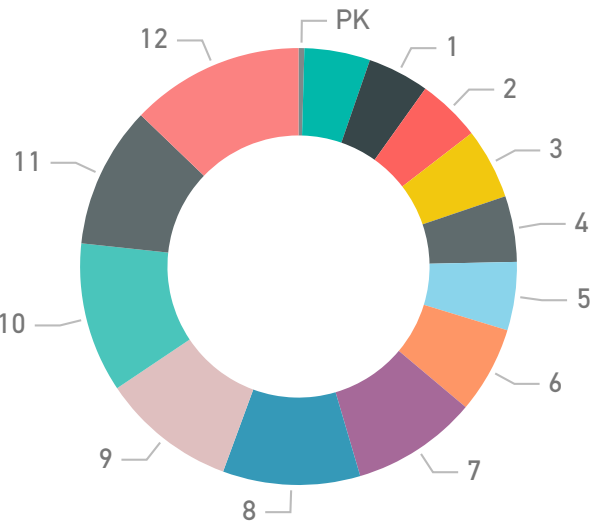
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



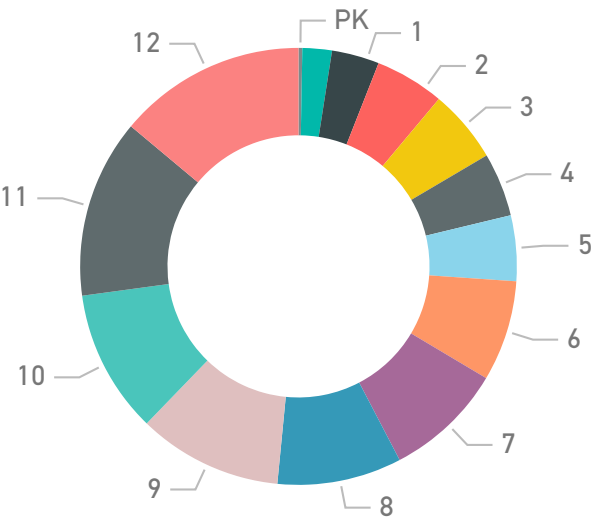
California Connections Academy Ripon

January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



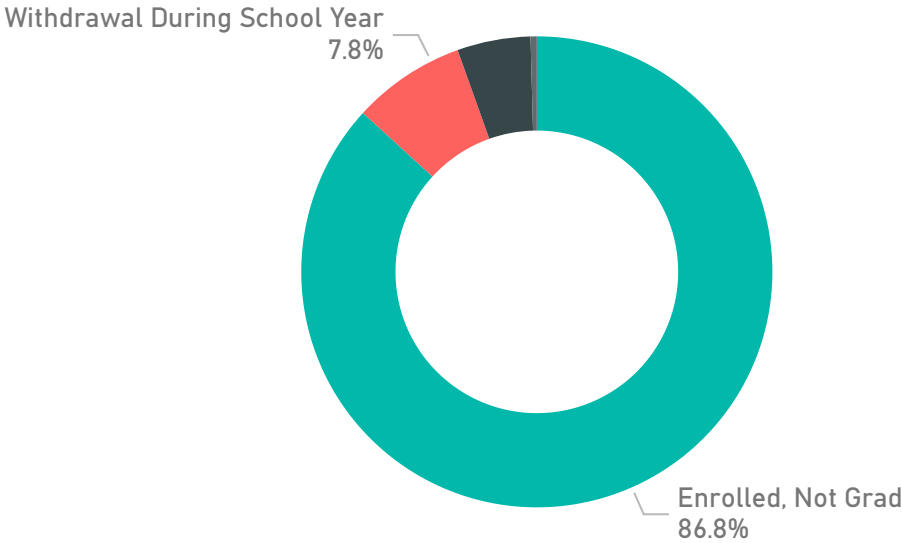
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	158	11%	154	12%	234	15%	236	15%
PK	4	0%	4	0%	7	0%	7	0%
KG	31	2%	31	2%	78	5%	79	5%
1	50	4%	47	4%	73	5%	74	5%
2	73	5%	72	6%	76	5%	76	5%
3-5	213	15%	196	15%	233	15%	246	15%
3	77	5%	71	5%	83	5%	85	5%
4	67	5%	64	5%	75	5%	79	5%
5	69	5%	61	5%	75	5%	82	5%
6-8	362	25%	348	27%	397	25%	420	26%
6	106	7%	105	8%	97	6%	104	6%
7	125	9%	119	9%	144	9%	151	9%
8	131	9%	124	9%	156	10%	165	10%
9-12	689	48%	610	47%	719	45%	720	44%
9	152	11%	146	11%	162	10%	162	10%
10	151	11%	139	11%	177	11%	180	11%
11	188	13%	175	13%	172	11%	170	10%
12	198	14%	150	11%	208	13%	208	13%
Total	1422	100%	1308	100%	1583	100%	1622	100%

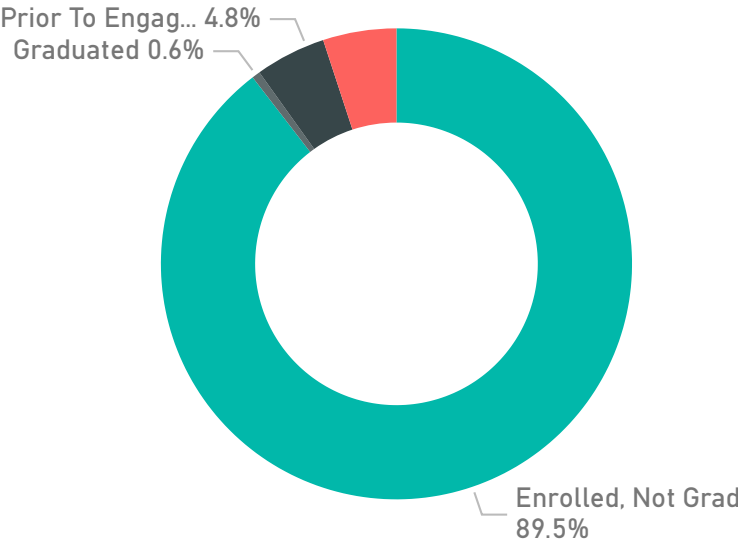
California Connections Academy Ripon

January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1422	90%	1309	81%	1583	89%	1622	87%
Graduated	9	1%	46	3%	7	0%	8	0%
Not Returning			3	0%				
Prior To Engagement	77	5%	77	5%	91	5%	94	5%
Withdrawal During School Year	80	5%	176	11%	107	6%	145	8%
Total	1588	100%	1611	100%	1788	100%	1869	100%

Enrollment Services Complete (Stage 4)

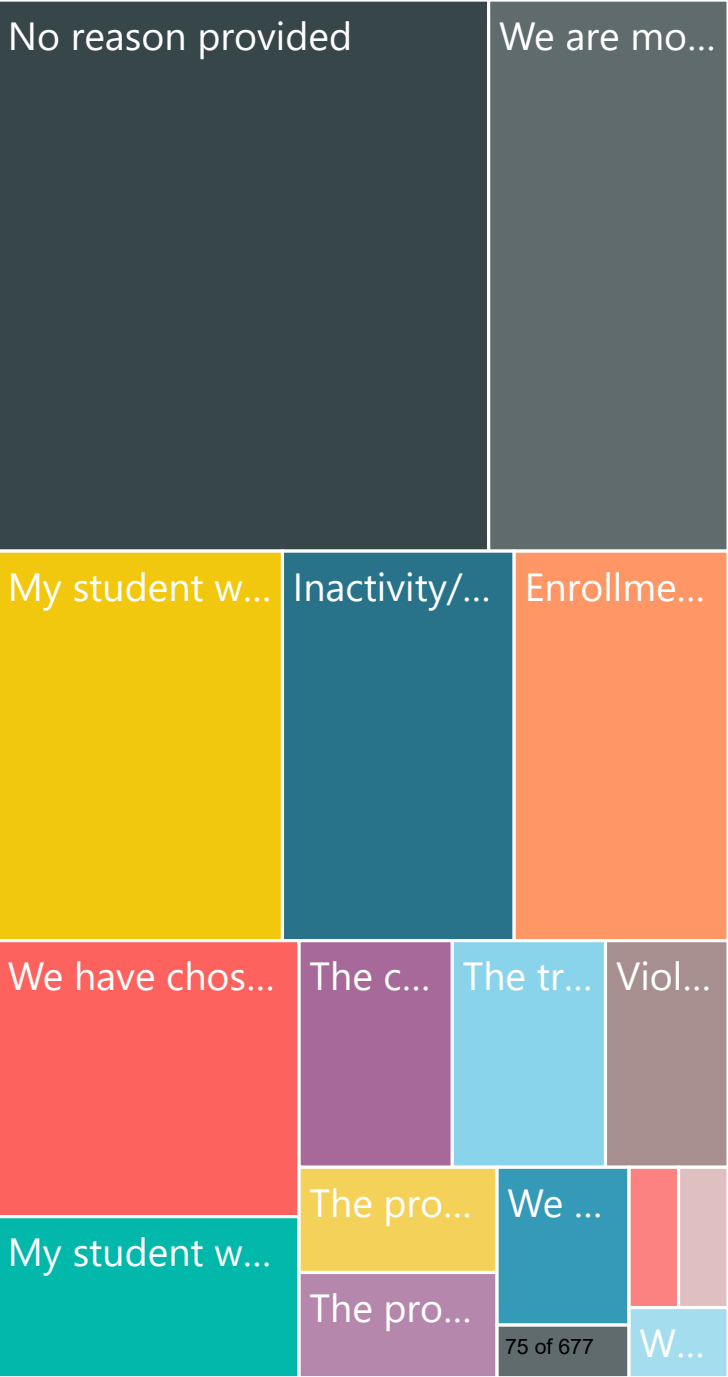
2039

California Connections Academy Ripon

January 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	2	3	3	4
Another Reason	6	7	7	12
Different/Better Schooling Option (Not related to socialization)	7	19	7	7
Generally dissatisfied with curriculum/course options			1	1
Inactivity	10	41	6	13
No longer able to provide a Learning Coach	1	1	3	3
No Reason Given	23	36	31	39
Program not flexible enough	2	2	3	3
Program takes too much of Learning Coach's time	5	6		1
Program takes too much of student's time	1	1	2	3
Pursuing GED	3	5	1	1
Student wants more socialization		7	10	16
The curriculum is too hard	3	3	3	5
Transition to virtual school too difficult	2	2	4	5
Unhappy with the school			1	1
We are moving	14	40	13	19
We have chosen to home school	1	2	12	12



California Connections Academy Ripon

January 31, 2022

Household Data

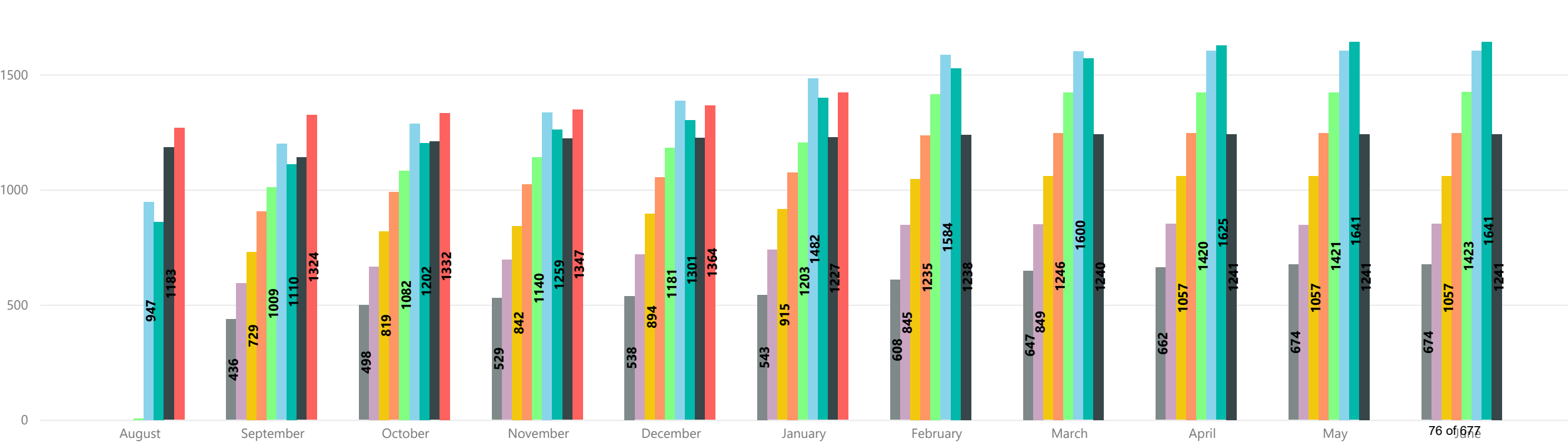
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1106	1022	1209	1234
Graduated	9	45	7	8
Not Returning		3		
WD During School Year	61	138	88	119
WD Prior To Engagement	64	64	83	85

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.29	1.28	1.31	1.31

Monthly Total Households

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



California Connections Academy Ripon

January 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	396	359	457	471
Not Hispanic or Latino	1024	947	1126	1151

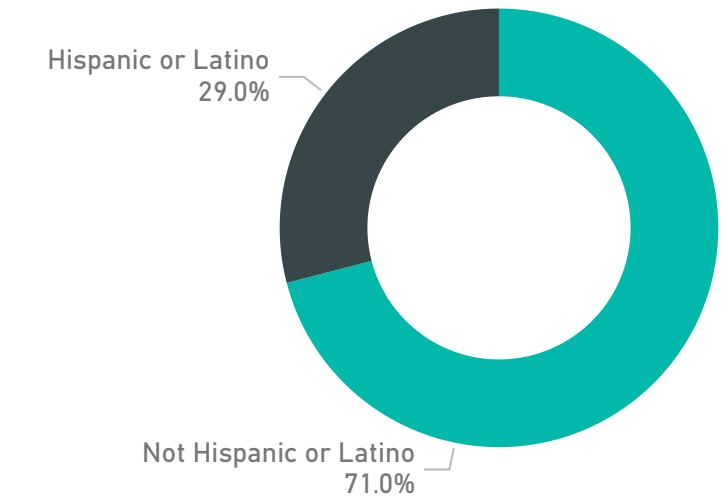
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	119	108	152	155
Asian	228	216	293	296
Black/African American	311	295	382	391
Native Hawaiian or Other Pacific Islander	69	61	82	86
White	957	880	1018	1036

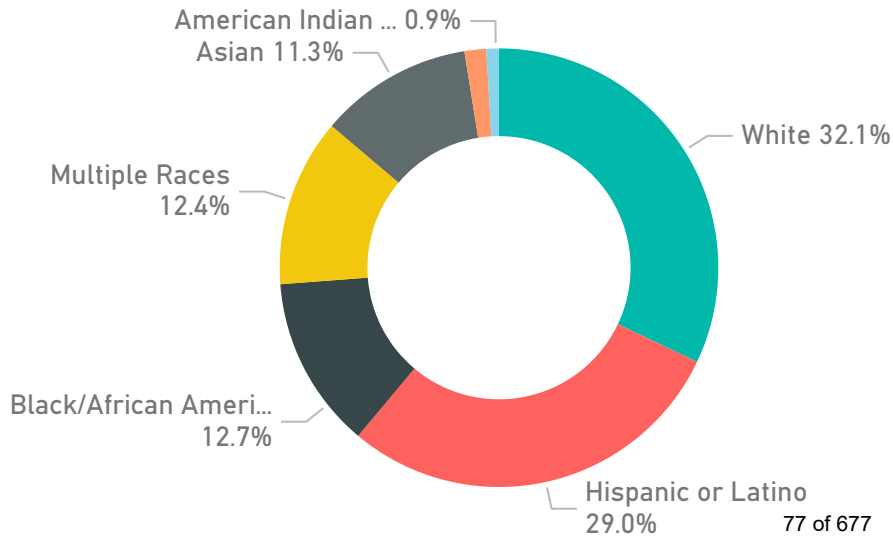
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	17	15	15	15
Asian	142	136	178	183
Black/African American	172	161	196	206
Hispanic or Latino	396	359	457	471
Multiple Races	156	153	202	201
Native Hawaiian or Other Pacific Islander	15	11	21	26
White	524	473	514	520

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Ripon
January 31, 2022

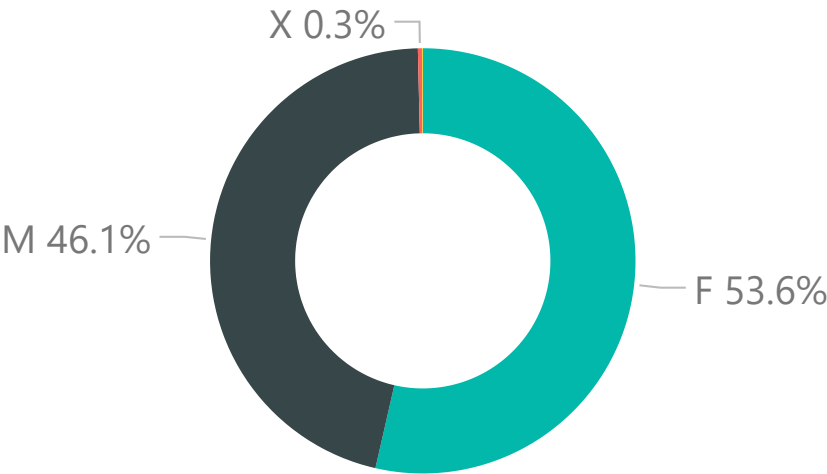
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	2	2		
F	794	725	852	869
M	625	579	725	747
Nonbinary				1
X	1	2	6	5

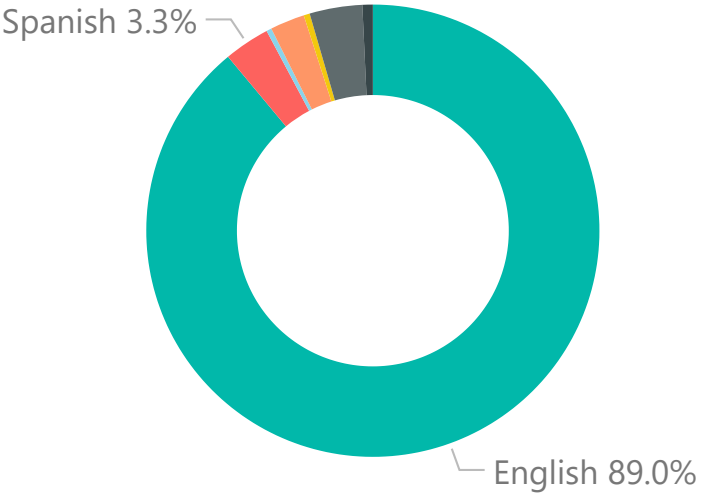
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1275	1173	1411	1443
Spanish	52	46	52	53
Russian	8	8	6	6
Arabic	31	26	40	40
Urdu	7	7	5	7
Another Language	49	48	63	61
No Language Reported			6	12

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy Ripon

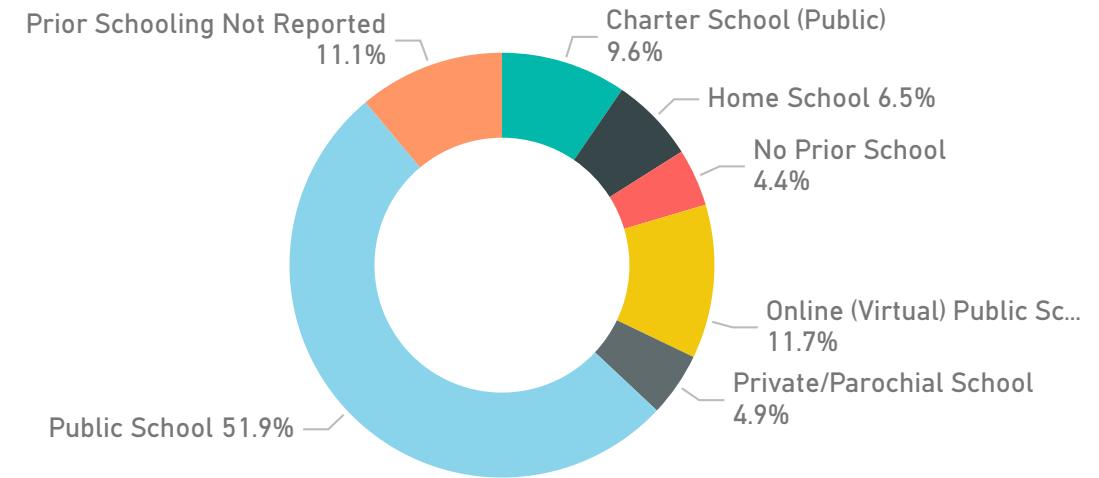
January 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	109	99	144	155
Home School	80	70	105	105
No Prior School	81	76	70	71
Online (Virtual) Public School	69	60	179	190
Private/Parochial School	69	63	76	79
Public School	842	764	826	842
Prior Schooling Not Reported	172	176	183	180

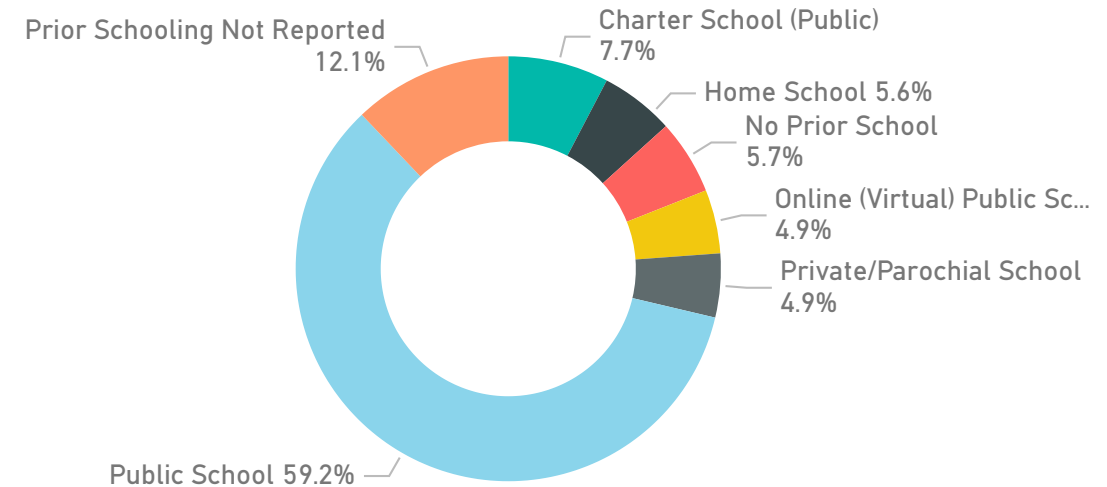
Prior Schooling

January 31, 2022



Prior Schooling

January 31, 2021

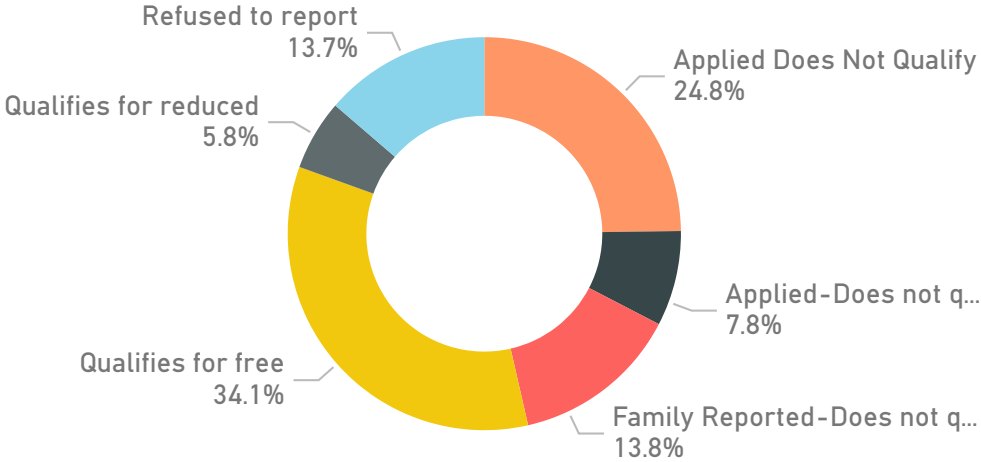


California Connections Academy Ripon

January 31, 2022

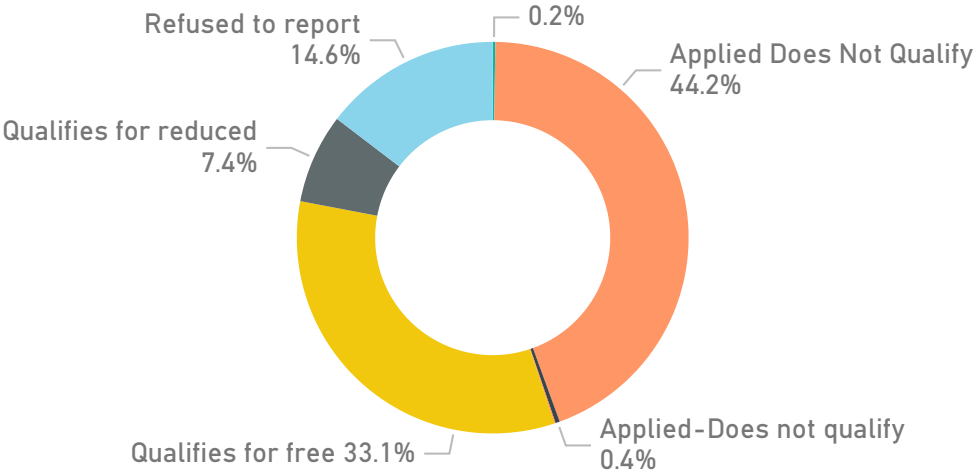
FARM Eligibility

January 31, 2022



FARM Eligibility

January 31, 2021



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	33	33	33	32
Cognitive Disability	7	5	3	3
Emotionally Impaired	20	19	10	10
Hearing Impaired	3	3	2	2
Other	2	2	2	2
Other Health Impaired	37	36	28	30
Specific Learning Disability	56	52	38	39
Speech/Language Impaired	25	24	37	37
Visually Impaired	1			

Specific Learning Disability

Autism

Emoti...

Speech/Language Impaired

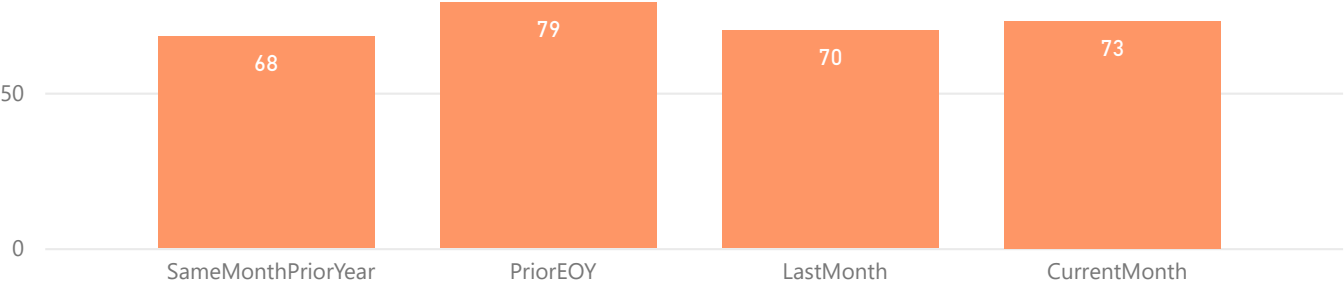
Other Health Impaired

Co...

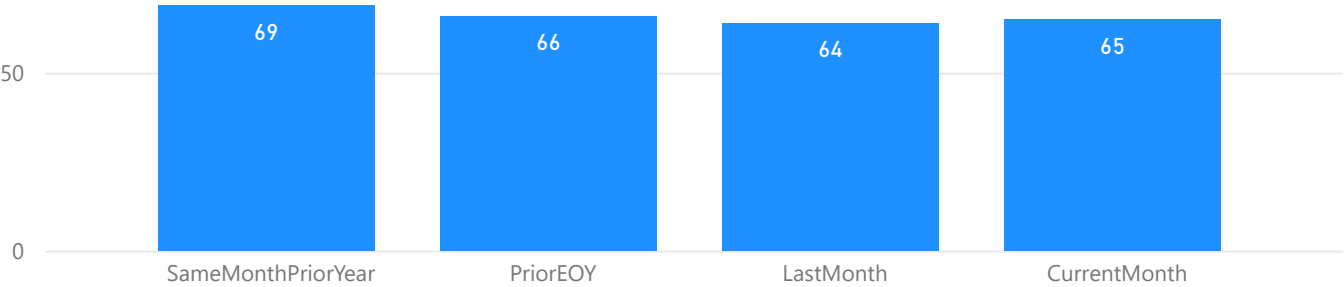
Other

California Connections Academy Ripon
January 31, 2022

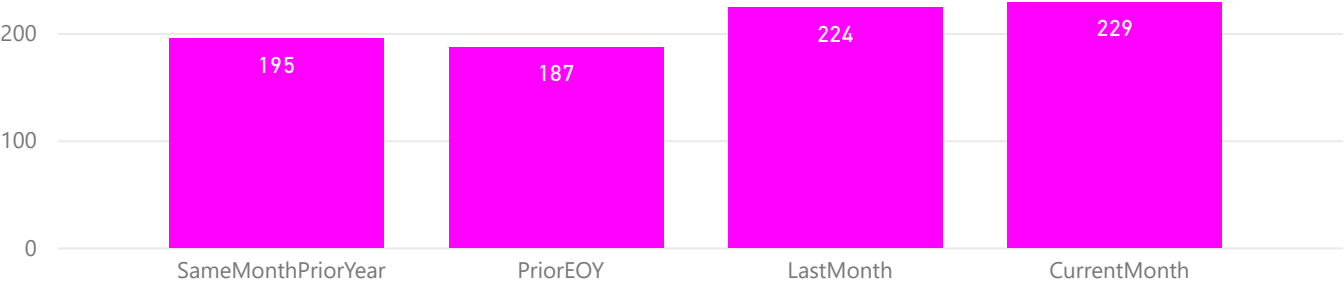
Gifted



Plan504



IEP



Currently Enrolled

1622

Gifted

5%

Plan504

4%

IEP

14%

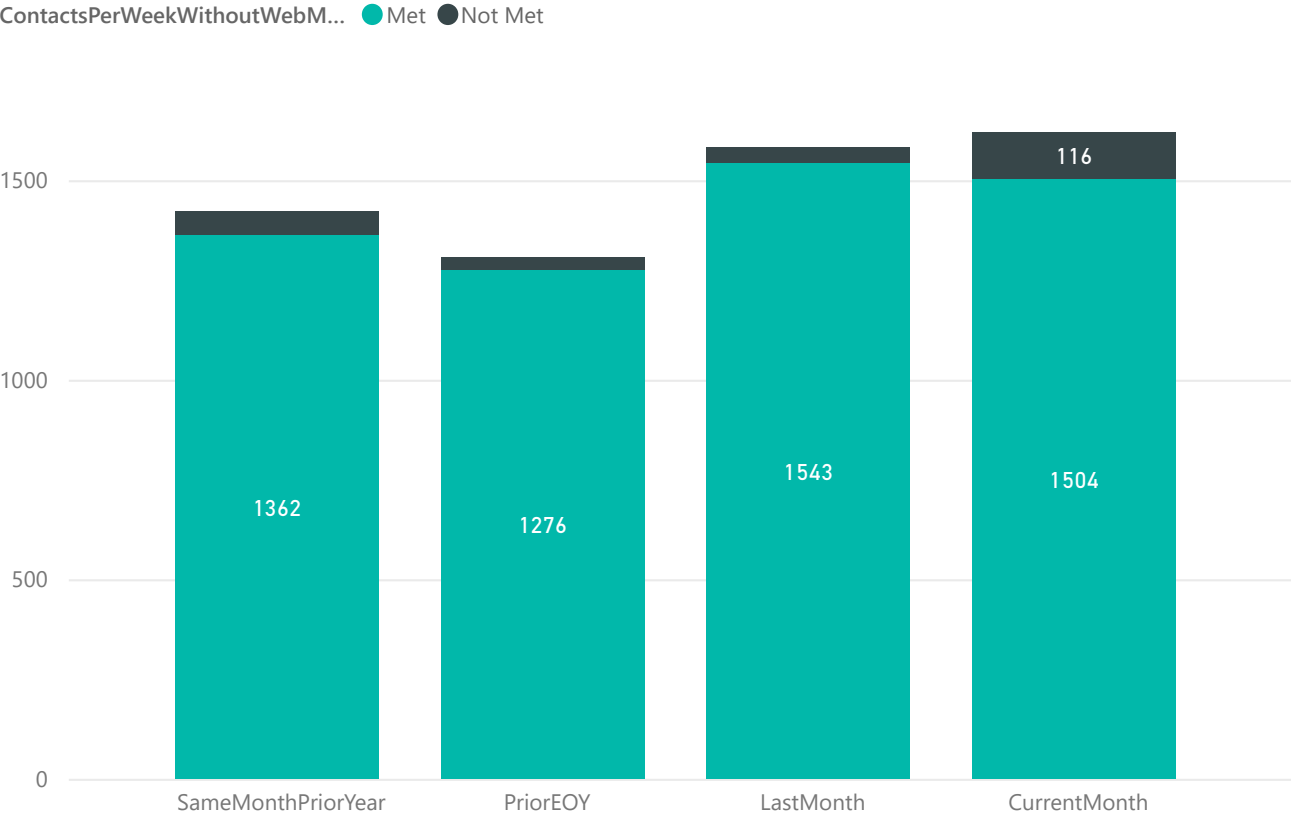
Not in Special Population

78%

California Connections Academy Ripon

January 31, 2022

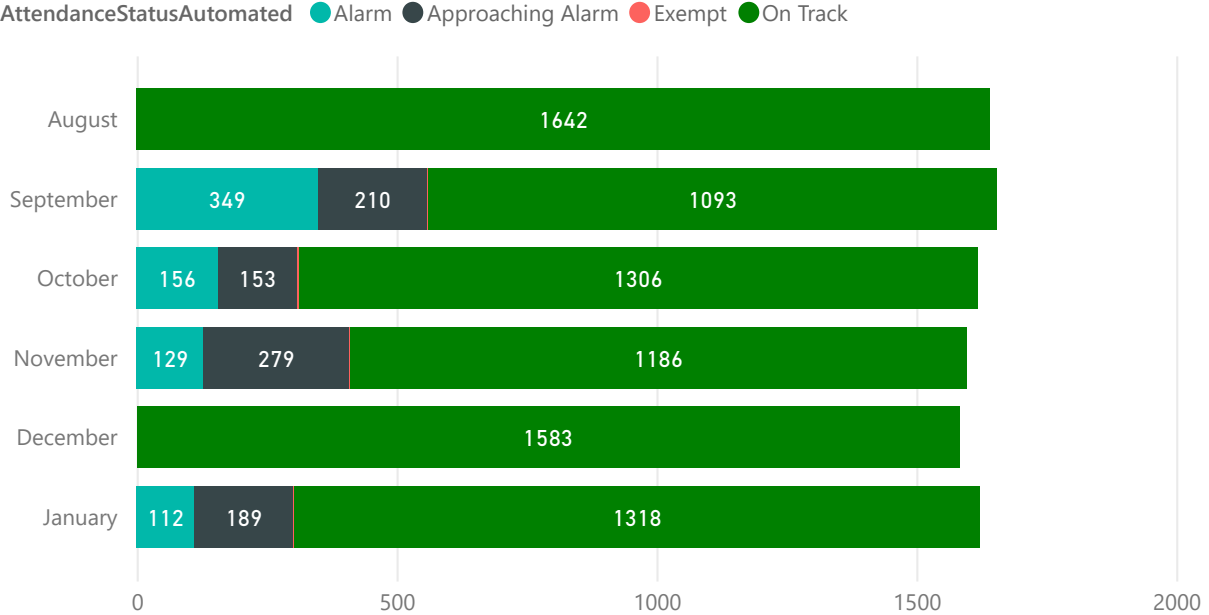
Contacts Per Week



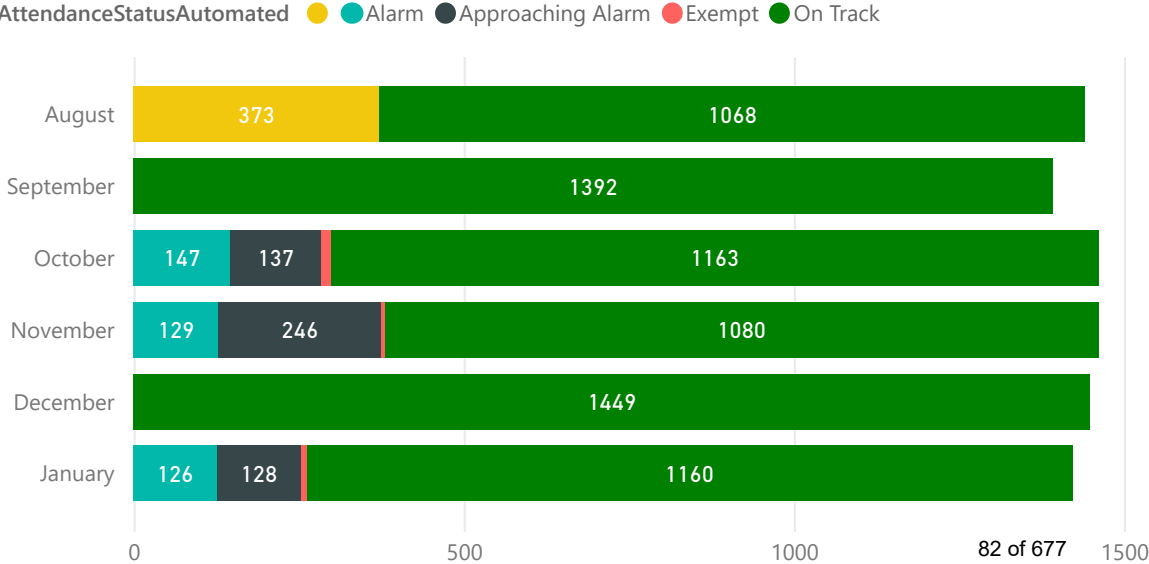
Currently Enrolled

1622

School Year: 2021-2022



School Year: 2020-2021



California Connections Academy Ripon

January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	93%	99%	97%
3-5	98%	89%	102%	97%
6-8	100%	90%	105%	98%
9-12	90%	97%	97%	95%
Total	95%	93%	100%	96%

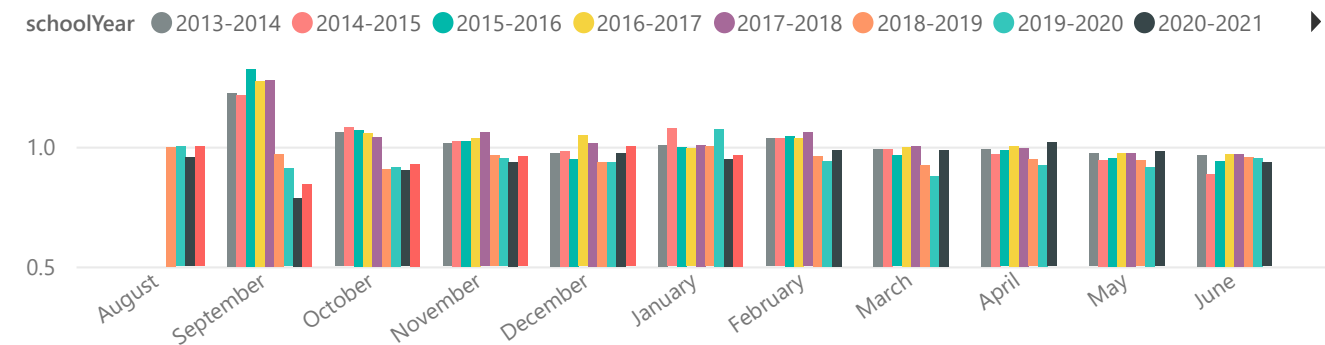
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	92%	90%	88%
3-5	80%	80%	82%	81%
6-8	78%	80%	78%	77%
9-12	69%	78%	71%	72%
Total	75%	80%	77%	77%

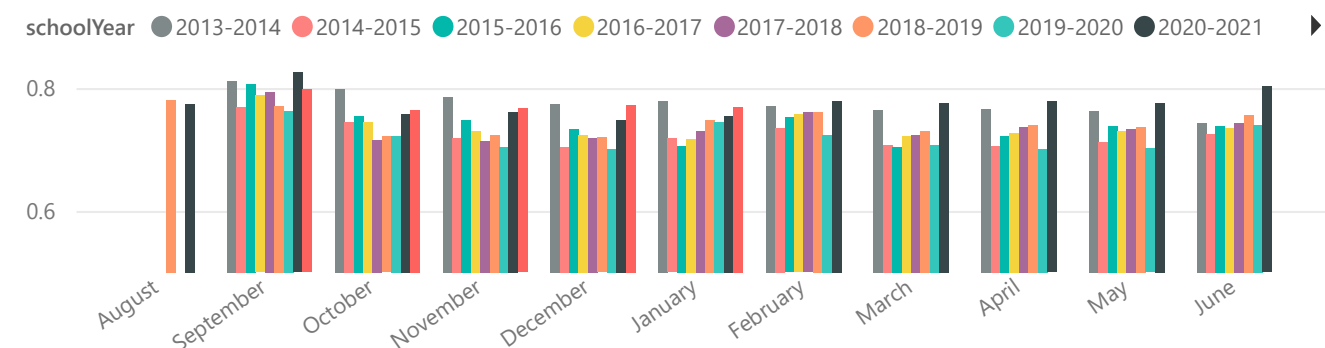
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	97%	96%	95%
3-5	96%	97%	97%	97%
6-8	95%	96%	97%	96%
9-12	90%	92%	93%	93%
Total	93%	95%	95%	94%

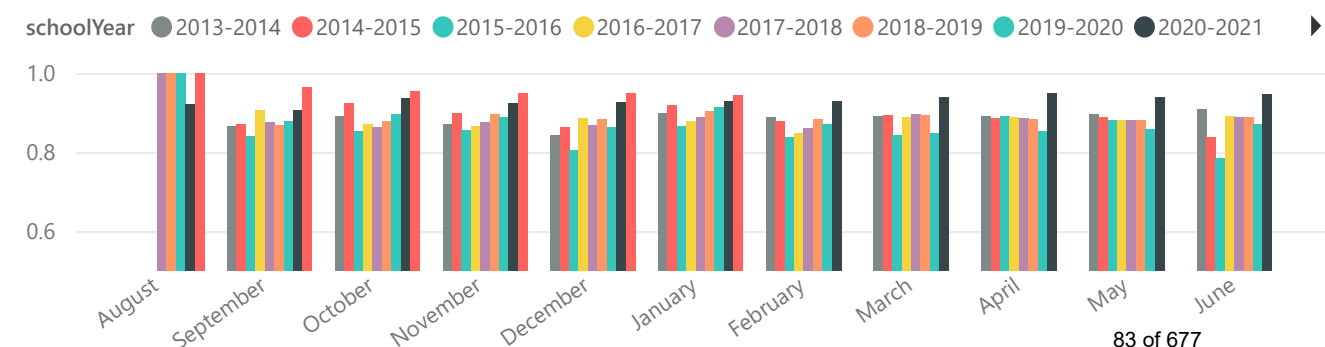
Average Total Participation

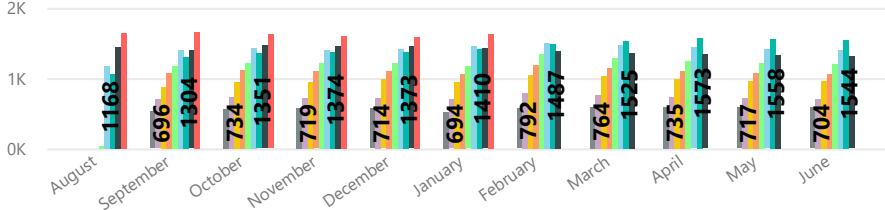


Average Total Performance



Average Total Attendance



Currently Enrolled 1622		Total YTD Enrolled 1869		California Connections Academy Ripon January 31, 2022				Current Enrollment Month-Over-Month Change 2%	
Enrollment Services Complete (Stage 4) 2039				Current Enrollment Year-Over-Year Change 14%					
Monthly Student Current Enrollment Comparison				Total YTD Enrollment					
<div>schoolYear</div> <div><div></div> 2013-2014</div> <div><div></div> 2014-2015</div> <div><div></div> 2015-2016</div> <div><div></div> 2016-2017</div> <div><div></div> 2017-2018</div>				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
				Enrolled, Not Grad		1422	90%	1622	87%
				Graduated		9	1%	8	0%
				Prior To Engagement		77	5%	94	5%
				Withdrawal During School Year		80	5%	145	8%
				Total		1588	100%	1869	100%
New & Returning				Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth
New or Returning		Students	%CT Students	Students	%CT Students				
New		442	31.08%	854	52.65%	Active		1106	1234
Returning		980	68.92%	768	47.35%	Graduated		9	8
						WD During School Year		61	119
						WD Prior To Engagement		64	85
Grade Distribution				Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason			
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMonthPriorYear			
PK-2		158	11%	236	15%				
PK		4	0%	7	0%				
KG		31	2%	79	5%				
1		50	4%	74	5%				
2		73	5%	76	5%				
3-5		213	15%	246	15%				
3		77	5%	85	5%				
4		67	5%	79	5%				
5		69	5%	82	5%				
6-8		362	25%	420	26%				
6		106	7%	104	6%				
7		125	9%	151	9%				
8		131	9%	165	10%				
9-12		689	48%	720	44%				
9		152	11%	162	10%				
10		151	11%	180	11%				
11		188	13%	170	10%				
Total		1422	100%	1622	100%	84 of 677			

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	2	
F	794	869
M	625	747
Nonbinary		1
X	1	5

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1275	1443
Spanish	52	53
Russian	8	6
Arabic	31	40
Urdu	7	7
Another Language	49	61
No Language Reported		12

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	396	471
Not Hispanic or Latino	1024	1151

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	119	155
Asian	228	296
Black/African American	311	391
Native Hawaiian or Other Pacific Islander	69	86
White	957	1036

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	565	382
Applied-Does not qualify	4	110
Family Reported-Does not qualify	1	195
Qualifies for free	389	497
Qualifies for reduced	92	82
Refused to report	185	201

California Connections Academy Ripon January 31, 2022		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	33	32
Cognitive Disability	7	3
Emotionally Impaired	20	10
Hearing Impaired	3	2
Other	2	2
Other Health Impaired	37	30
Specific Learning Disability	56	39
Speech/Language Impaired	25	37
Visually Impaired	1	

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	68	73

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	69	65

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	195	229

Gifted	Plan504
5%	4%
IEP	Not in Special Population
14%	78%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	17	15
Asian	142	183
Black/African American	172	206
Hispanic or Latino	396	471
Multiple Races	156	201
Native Hawaiian or Other Pacific Islander	15	26
White	524	520

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	109	155
Home School	80	105
No Prior School	81	71
Online (Virtual) Public School	69	190
Private/Parochial School	69	79
Public School	842	842
Prior Schooling Not Reported	172	180

California Connections Academy Ripon
January 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1362	1504
Not Met	60	116

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	126	112
Approaching Alarm	128	189
Exempt	8	3
On Track	1160	1318

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	98%	97%
3-5	98%	97%
6-8	100%	98%
9-12	90%	95%
Total	95%	96%

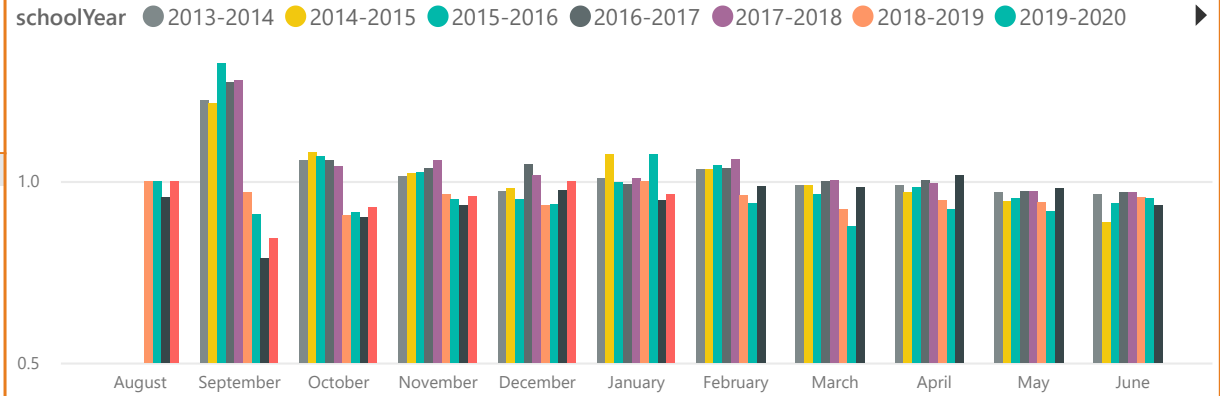
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	88%
3-5	80%	81%
6-8	78%	77%
9-12	69%	72%
Total	75%	77%

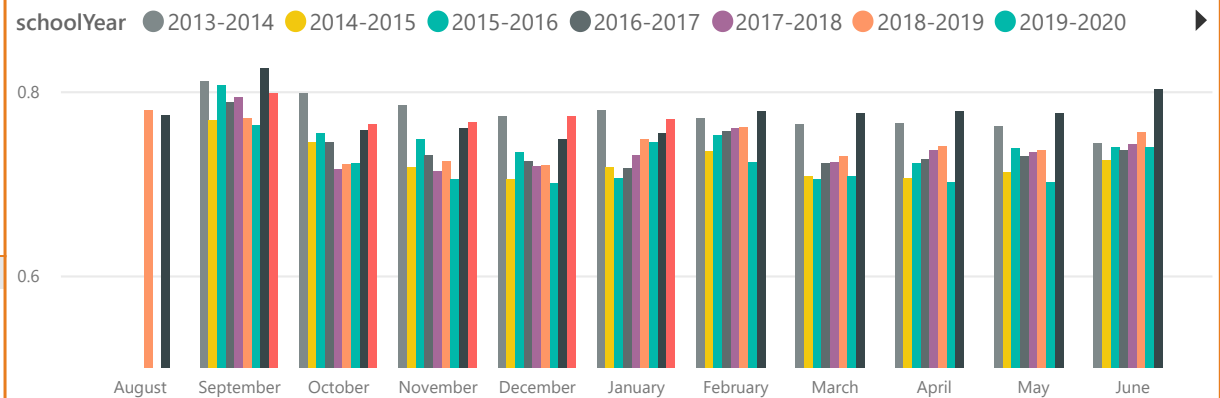
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	95%
3-5	96%	97%
6-8	95%	96%
9-12	90%	93%
Total	93%	94%

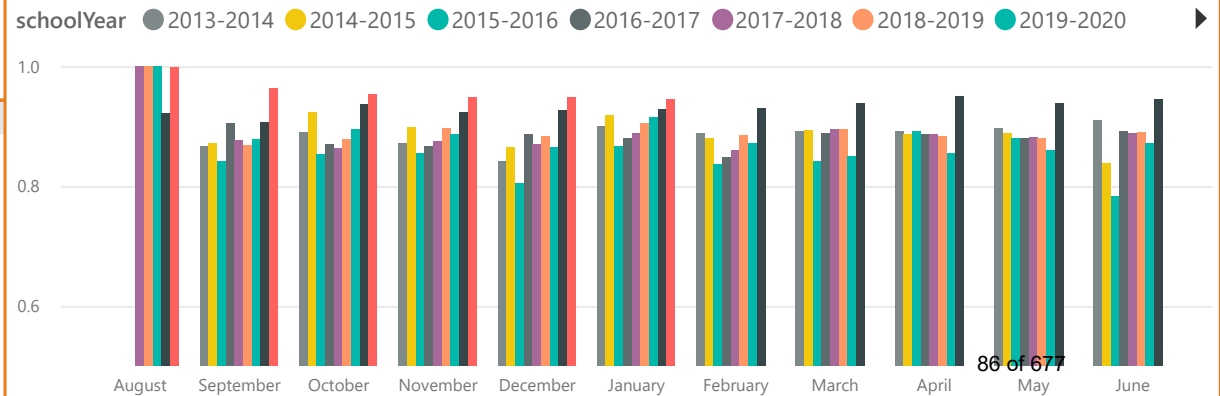
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Southern California ▾

Report Date

January 31, 2022 ▾

Currently Enrolled

4898

Total YTD Enrolled

5560

Enrollment Services Complete (Stage 4)

5985

Enrolled Students by County

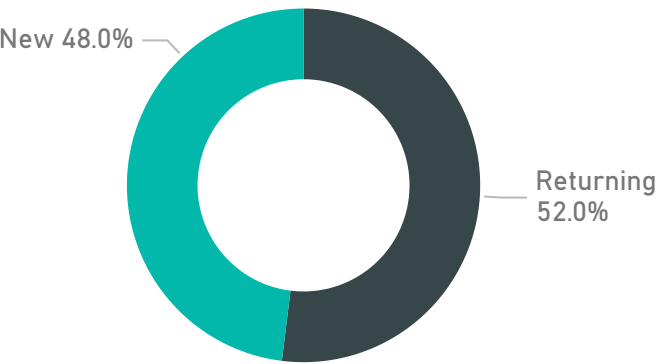


California Connections Academy Southern California
January 31, 2022

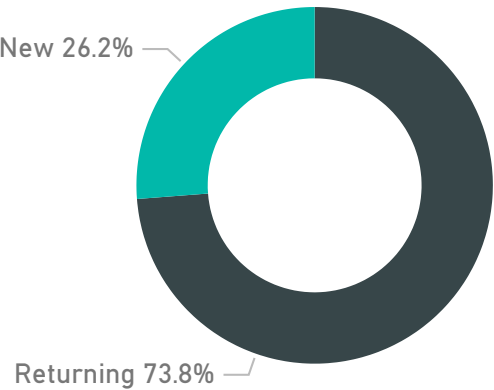
Current Enrollment Month-Over-Month Change
3%

Current Enrollment Year-Over-Year Change
14%

New and Returning

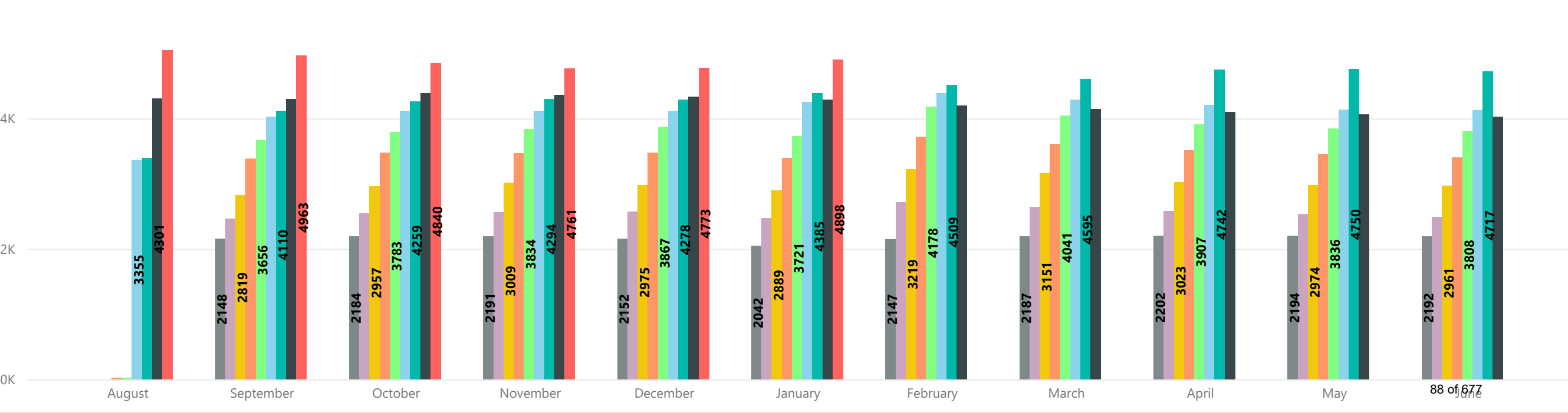


New and Returning Prior Year



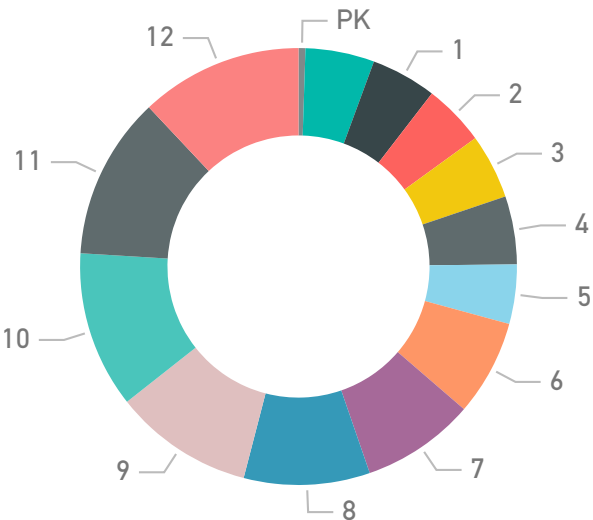
Monthly Student Current Enrollment Comparison

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

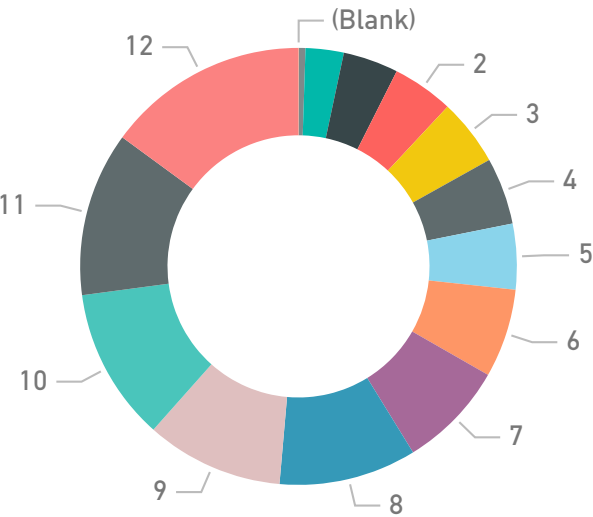


California Connections Academy Southern California
January 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



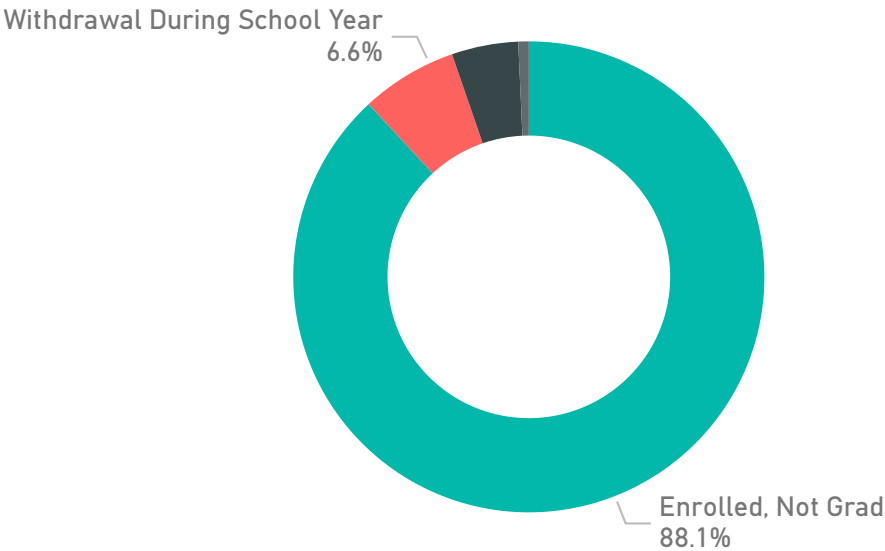
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	511	12%	493	12%	718	15%	735	15%
PK	21	0%	19	0%	26	1%	25	1%
KG	121	3%	117	3%	247	5%	250	5%
1	175	4%	170	4%	232	5%	237	5%
2	194	5%	187	5%	213	4%	223	5%
3-5	632	15%	599	15%	677	14%	697	14%
3	212	5%	197	5%	227	5%	235	5%
4	212	5%	200	5%	239	5%	247	5%
5	208	5%	202	5%	211	4%	215	4%
6-8	1057	25%	1008	25%	1179	25%	1215	25%
6	281	7%	266	7%	335	7%	347	7%
7	340	8%	327	8%	395	8%	411	8%
8	436	10%	415	10%	449	9%	457	9%
9-12	2082	49%	1920	48%	2199	46%	2251	46%
9	436	10%	428	11%	499	10%	506	10%
10	485	11%	462	11%	547	11%	568	12%
11	521	12%	502	12%	566	12%	589	12%
12	640	15%	528	13%	587	12%	588	12%
Total	4282	100%	4020	100%	4773	100%	4898	100%

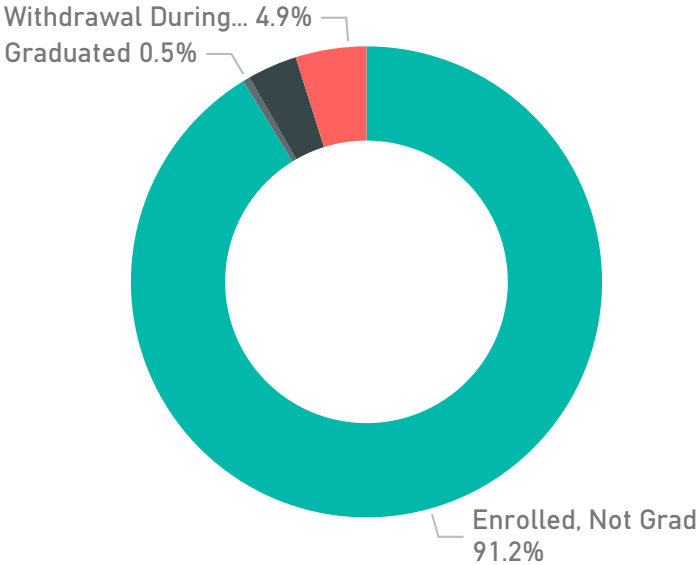
California Connections Academy Southern California

January 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4283	91%	4022	85%	4773	90%	4898	88%
Graduated	23	0%	106	2%	35	1%	40	1%
Not Returning			1	0%				
Prior To Engagement	160	3%	161	3%	248	5%	254	5%
Withdrawal During School Year	228	5%	435	9%	273	5%	368	7%
Total	4694	100%	4725	100%	5329	100%	5560	100%

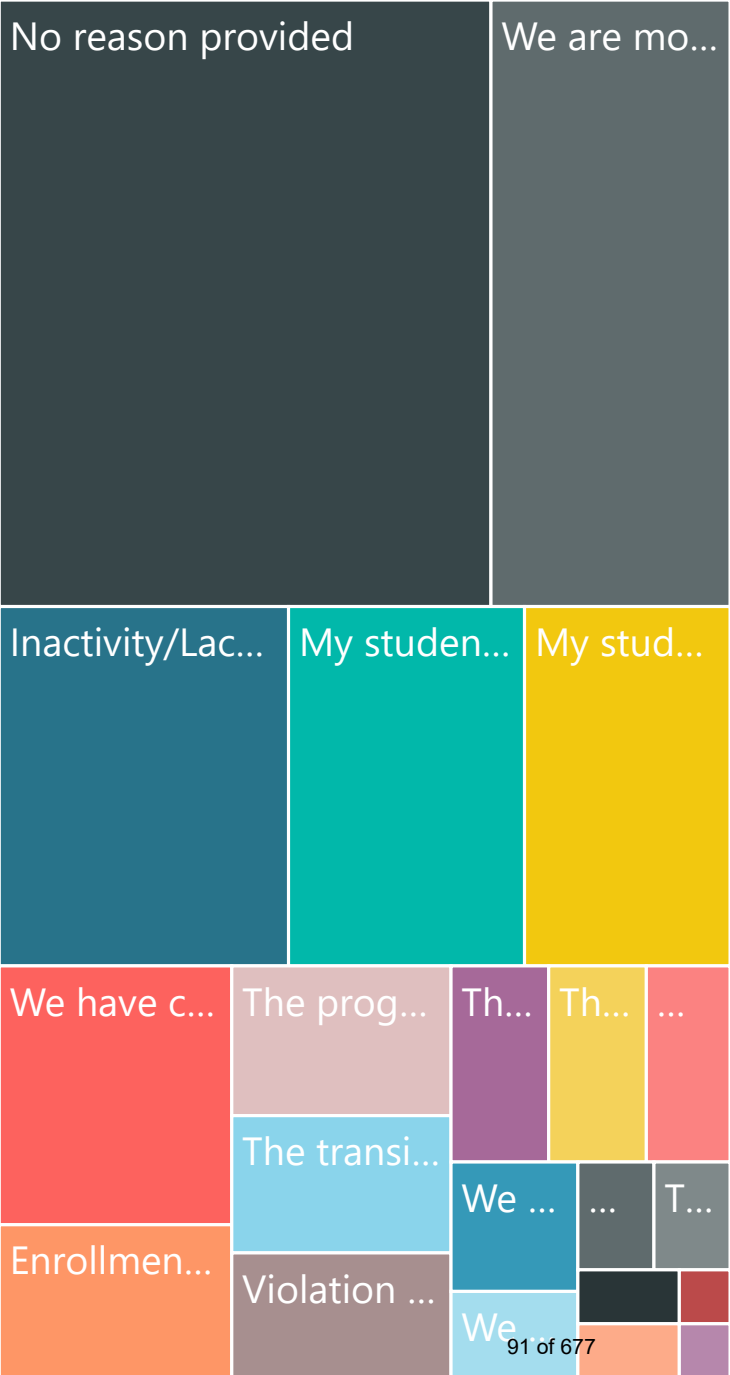
Enrollment Services Complete (Stage 4)

5985

California Connections Academy Southern California

January 31, 2022

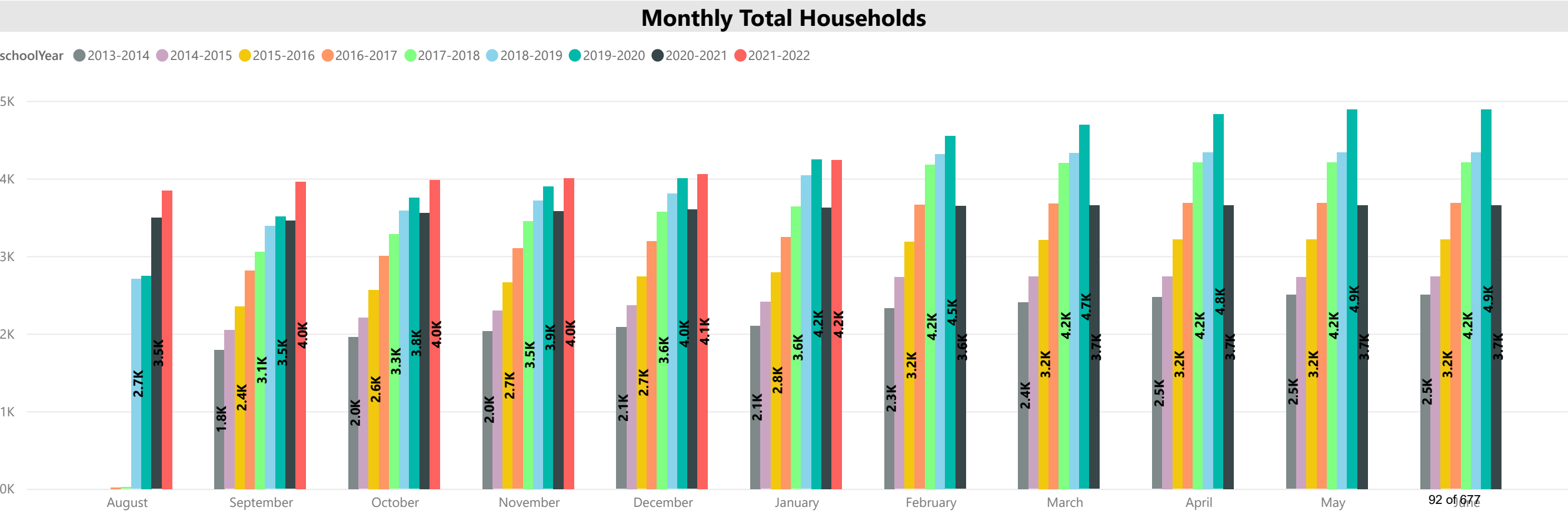
Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	5	6	13	14
Another Reason	4	11	13	16
Deceased	1	1		
Different/Better Schooling Option (Not related to socialization)	18	32	17	31
Generally dissatisfied with curriculum/course options	1	3	3	3
Inactivity	24	69	24	38
No longer able to provide a Learning Coach	5	8	6	6
No Reason Given	71	122	82	109
Program not flexible enough		1	1	1
Program takes too much of Learning Coach's time	3	6	11	12
Program takes too much of student's time	2	2	6	7
Pursuing GED	5	18	6	6
Required Documentation Incomplete				1
Student wants more socialization	16	36	16	27
The curriculum is too hard	3	5	6	7
Transition to virtual school too difficult	9	11	6	11
Unhappy with the school		2	3	4
We are moving	47	85	38	53
We have chosen to home school	14	16	22	22



California Connections Academy Southern California
January 31, 2022

Household Data				
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3335	3140	3655	3769
Graduated	23	106	35	40
Not Returning		1		
WD During School Year	174	347	219	287
WD Prior To Engagement	133	136	210	216

Students Per Active Household				
	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.28	1.28	1.31	1.30



California Connections Academy Southern California

January 31, 2022

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1621	1525	2020	2072
Not Hispanic or Latino	2648	2482	2743	2816

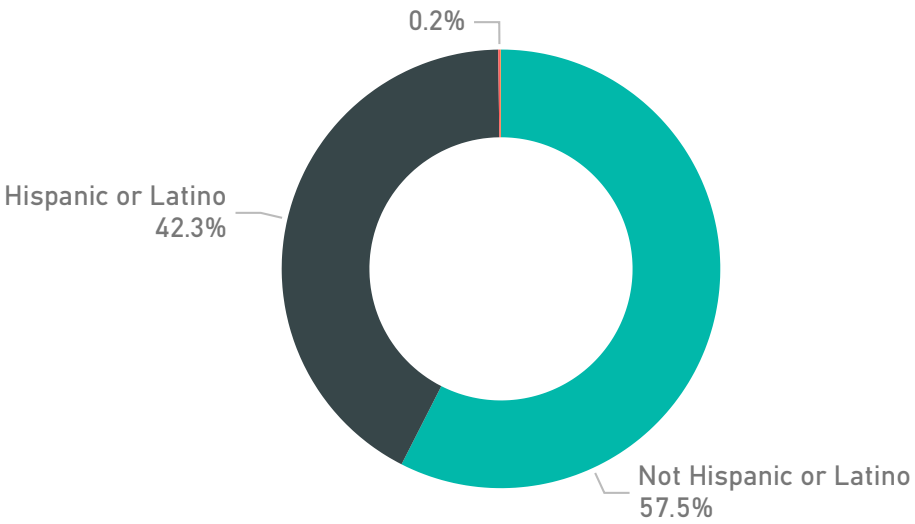
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	285	265	373	382
Asian	550	516	604	621
Black/African American	822	764	1006	1029
Native Hawaiian or Other Pacific Islander	144	137	157	158
White	3004	2819	3281	3362

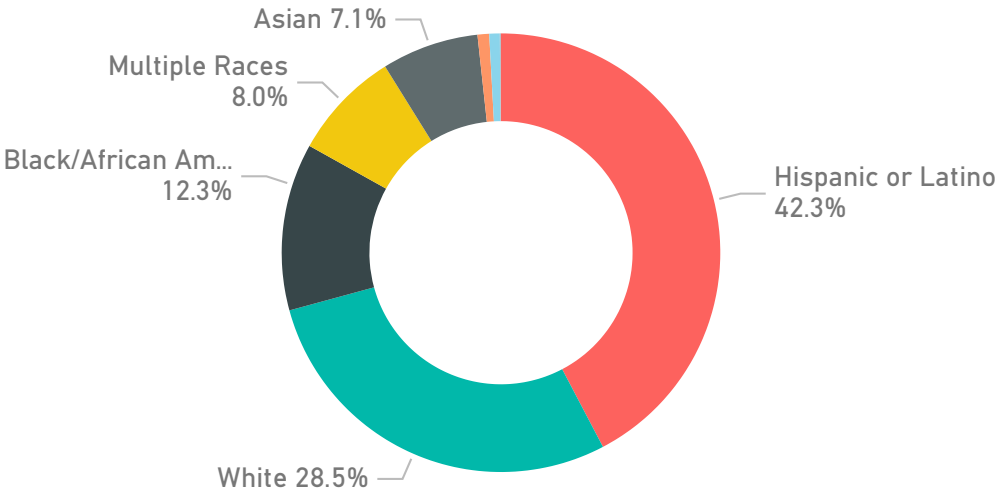
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	32	31	36	38
Asian	359	342	338	350
Black/African American	480	446	583	604
Hispanic or Latino	1621	1525	2020	2072
Multiple Races	331	314	393	394
Native Hawaiian or Other Pacific Islander	40	39	41	42
Not Indicated	2	1	3	3
Parent refused to report race	1	1	1	1
White	1417	1321	1358	1394

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Southern California
January 31, 2022

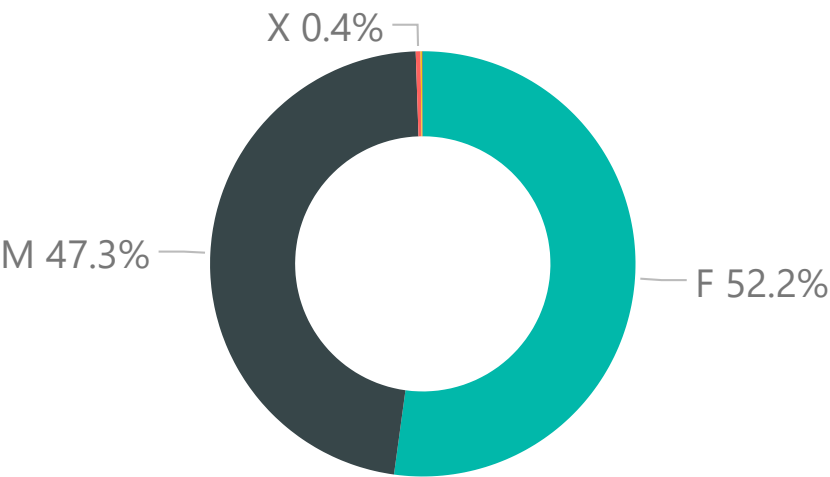
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	9	8	3	3
F	2228	2099	2500	2555
M	2043	1910	2250	2317
Nonbinary				5
X	3	3	20	18

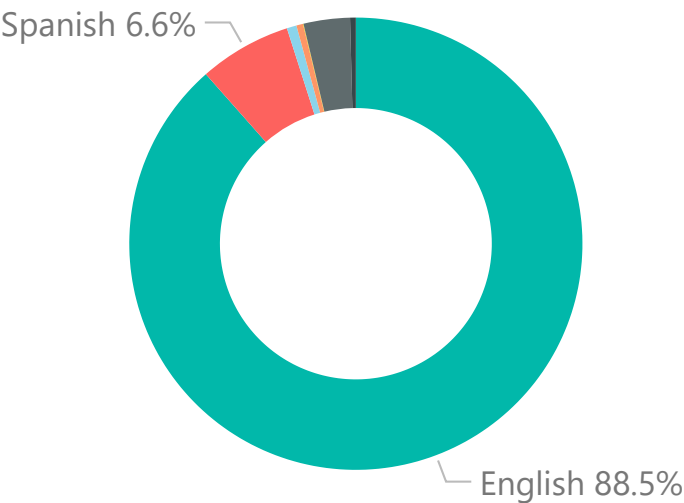
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3824	3577	4228	4334
Spanish	249	242	318	323
Russian	27	25	33	34
Arabic	14	12	23	23
Urdu	3	2	2	2
Another Language	161	156	154	162
No Language Reported	5	6	15	20

Enrolled Students by Gender



Enrolled Students by Language

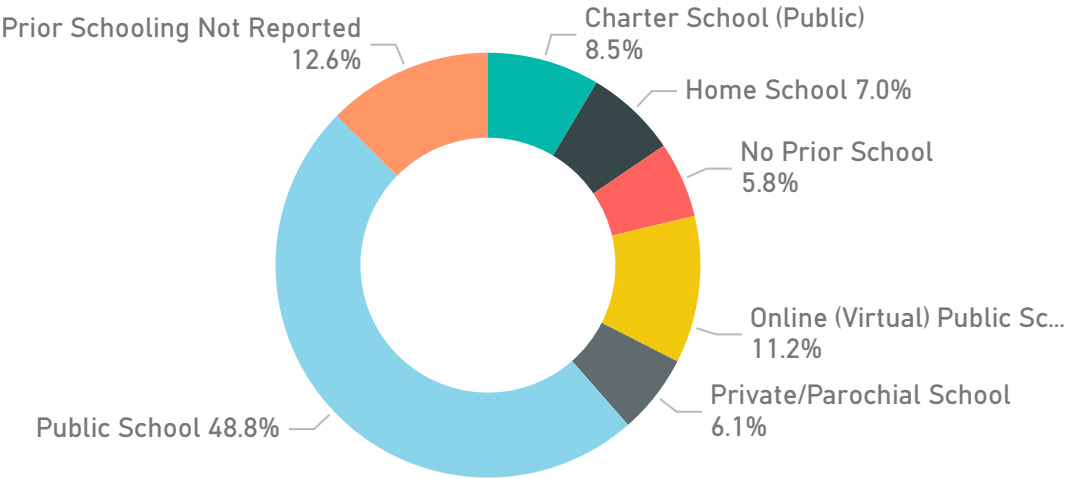


California Connections Academy Southern California
January 31, 2022

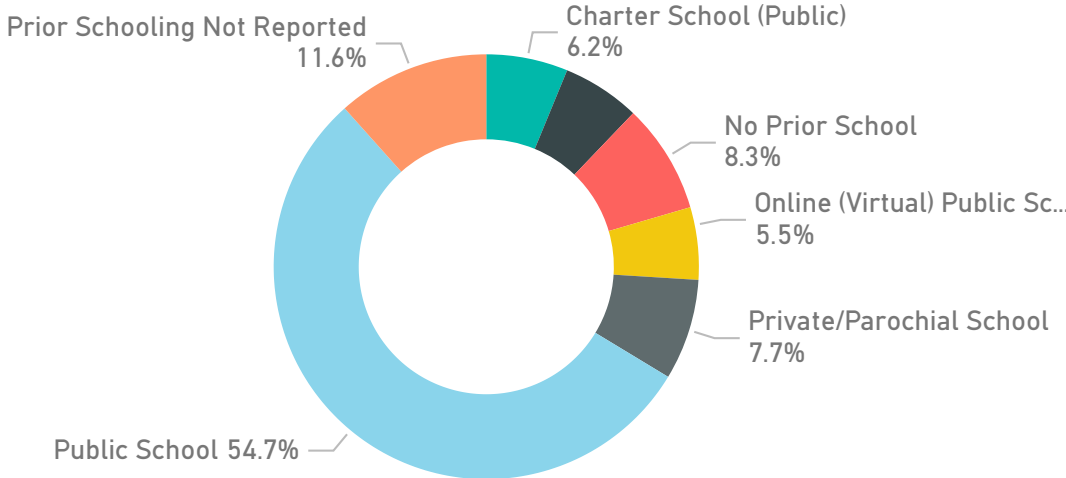
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	266	244	400	418
Home School	254	240	337	341
No Prior School	357	337	284	283
Online (Virtual) Public School	236	214	537	549
Private/Parochial School	329	309	287	297
Public School	2344	2178	2295	2392
Prior Schooling Not Reported	497	498	633	618

Prior Schooling
January 31, 2022

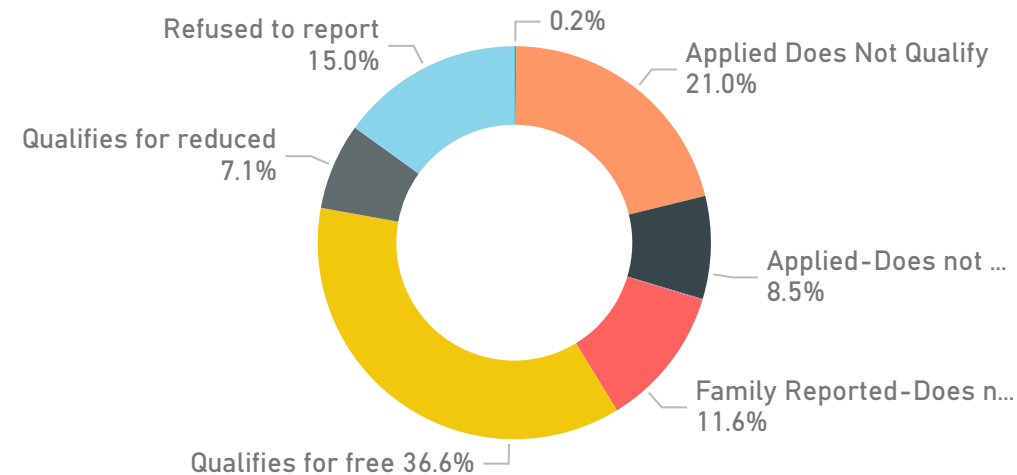


Prior Schooling
January 31, 2021

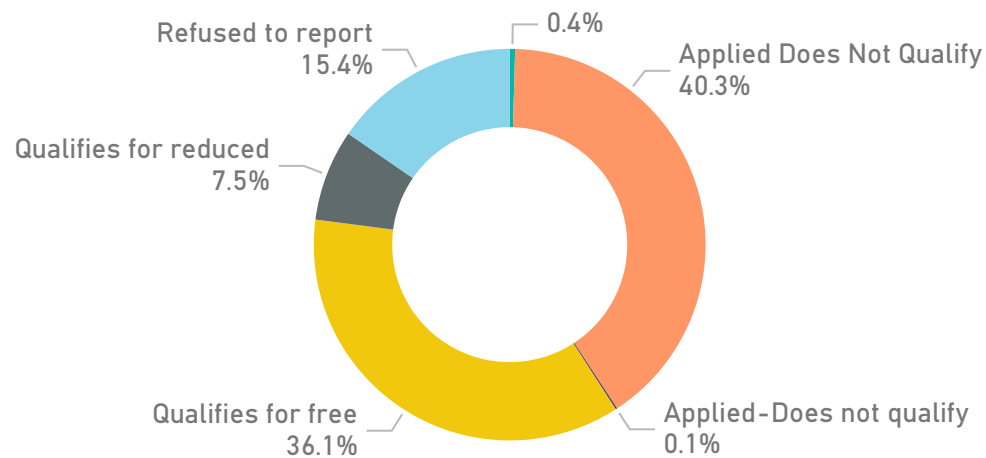


California Connections Academy Southern California
January 31, 2022

FARM Eligibility
January 31, 2022

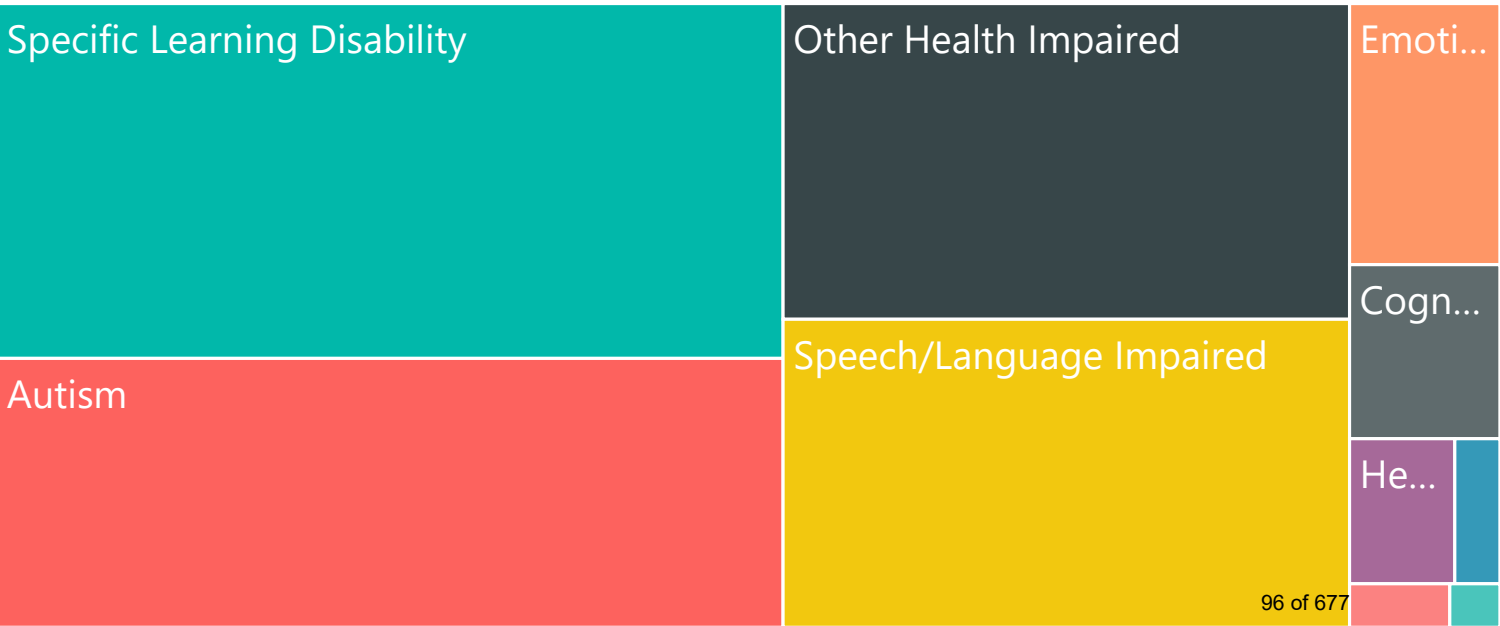


FARM Eligibility
January 31, 2021

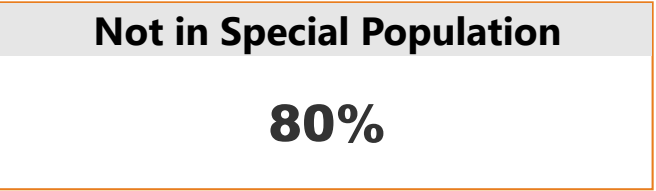
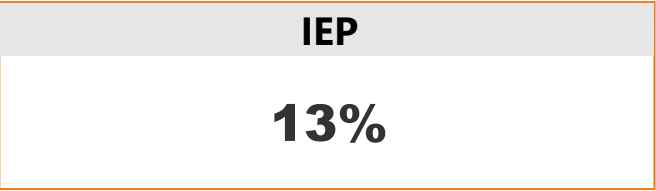
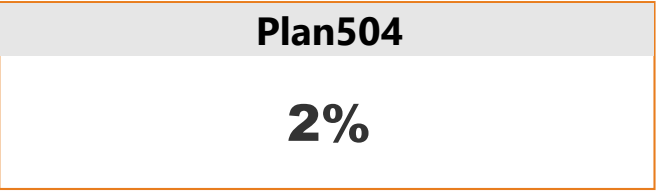
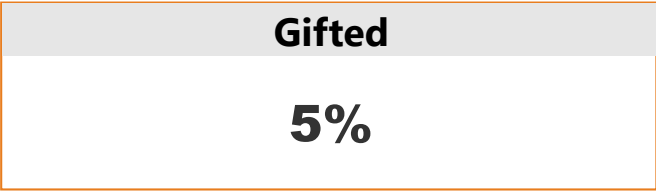
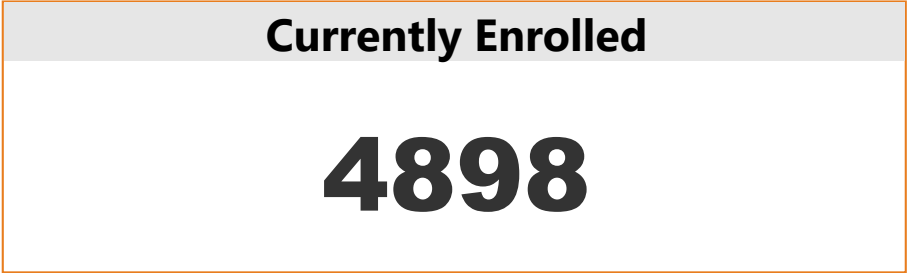
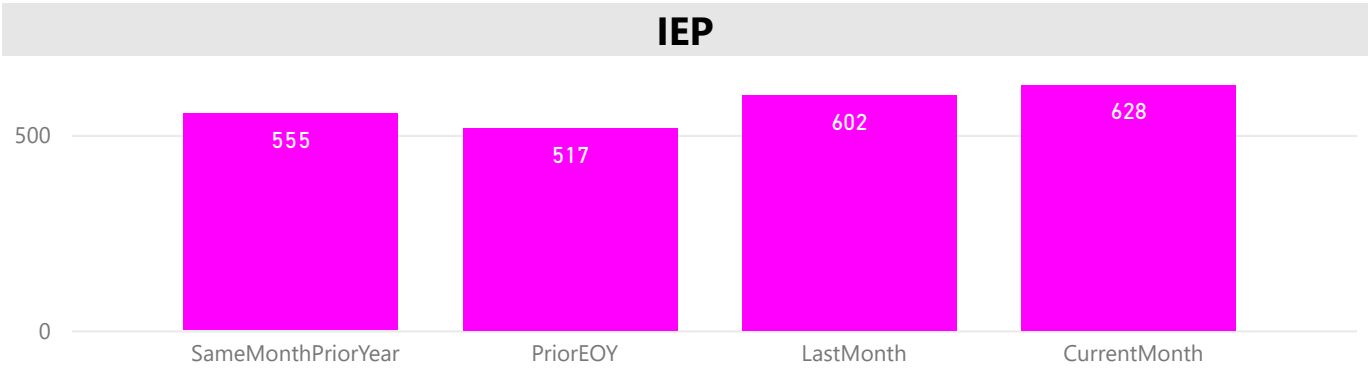
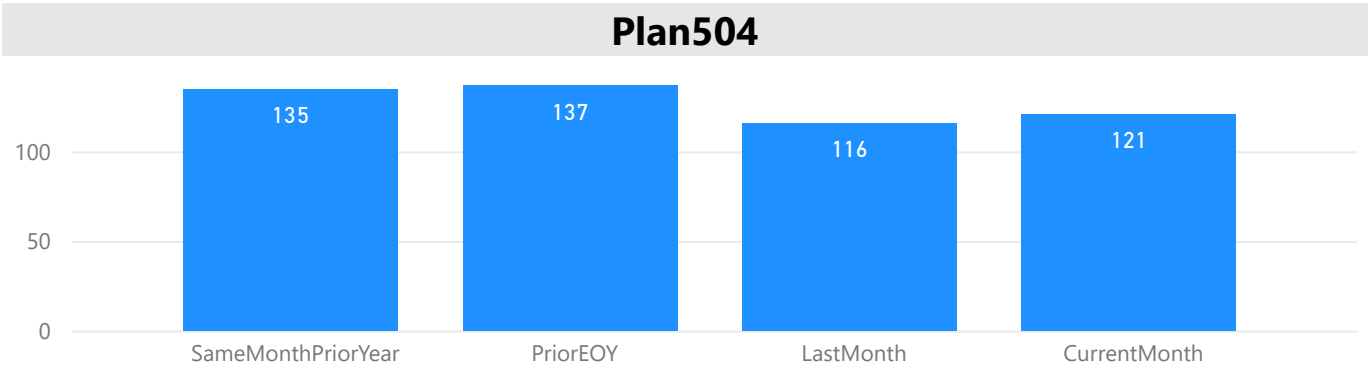
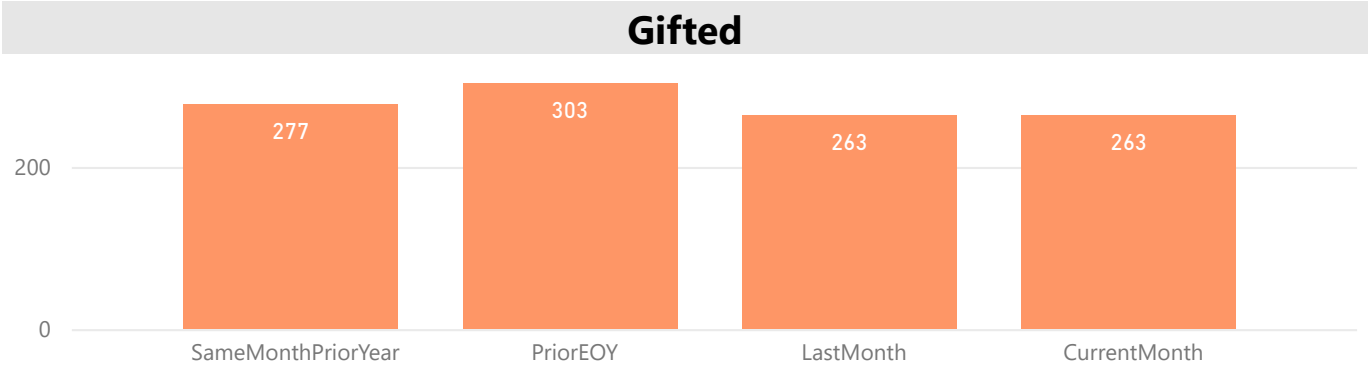


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	101	96	96	97
Cognitive Disability	11	10	10	12
Emotionally Impaired	32	26	18	18
Hearing Impaired	5	5	7	7
Other Health Impaired	123	113	81	82
Physical Disability	2	2	3	3
Specific Learning Disability	184	174	128	128
Speech/Language Impaired	71	66	77	80
Traumatic Brain Injury	1	1	1	1
Visually Impaired	7	6	2	2



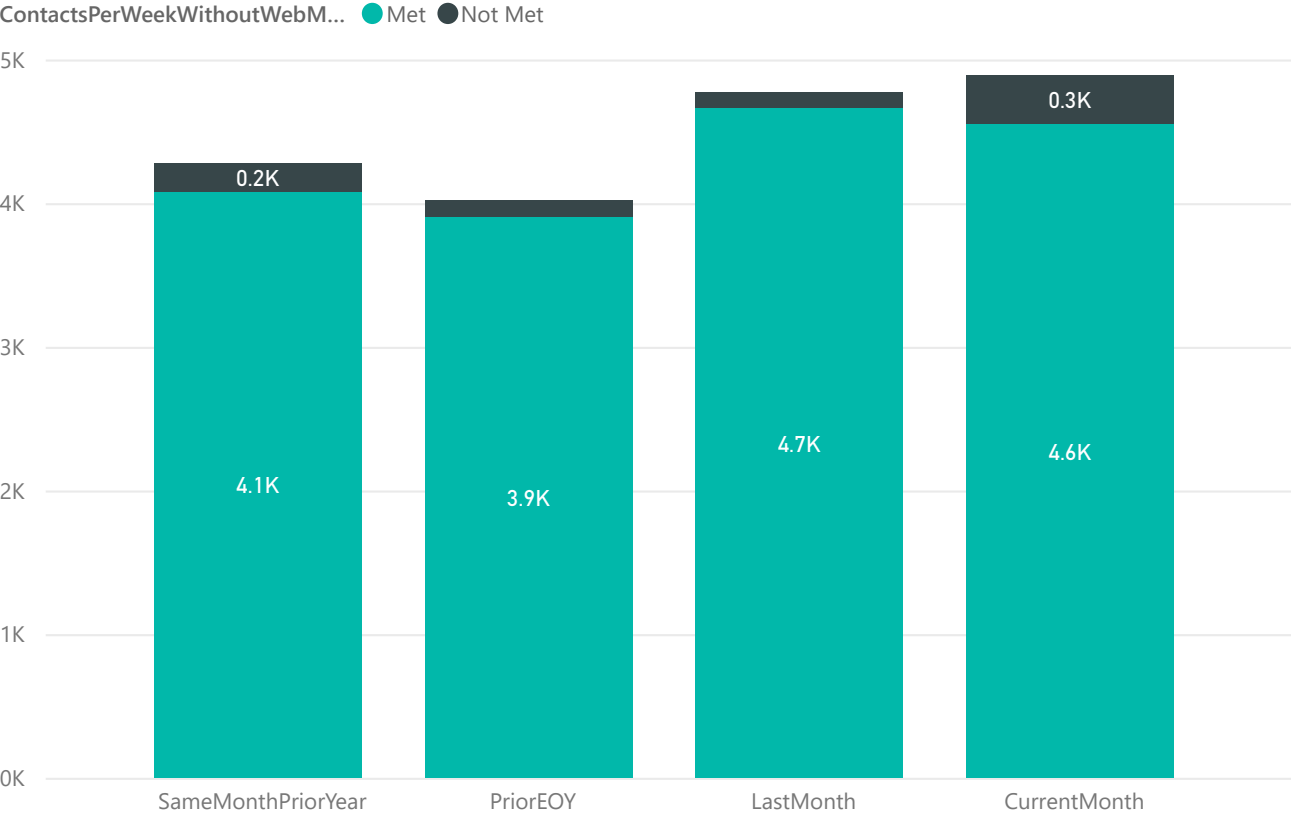
California Connections Academy Southern California
January 31, 2022



California Connections Academy Southern California

January 31, 2022

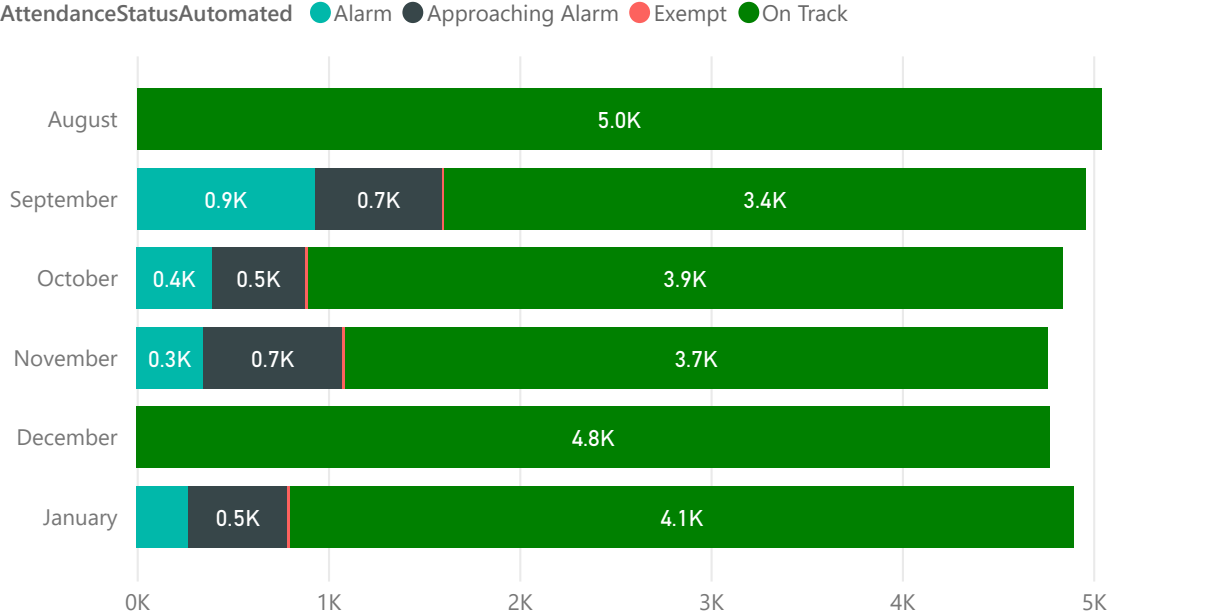
Contacts Per Week



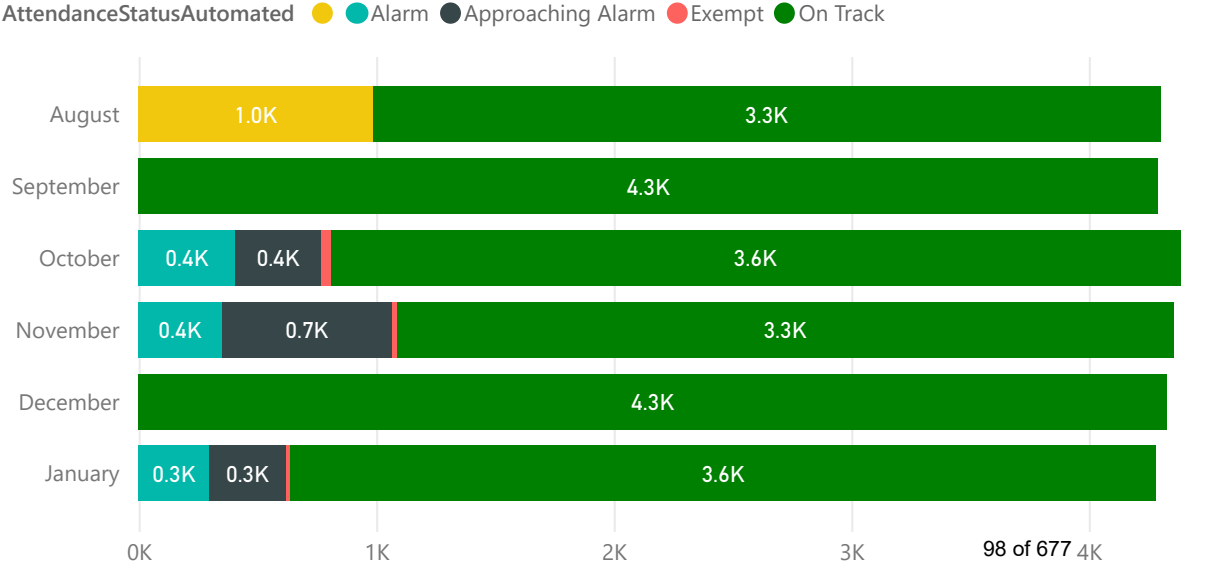
Currently Enrolled

4898

School Year: 2021-2022



School Year: 2020-2021



California Connections Academy Southern California
January 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	94%	102%	99%
3-5	98%	94%	103%	99%
6-8	101%	90%	105%	99%
9-12	93%	97%	97%	95%
Total	96%	94%	101%	97%

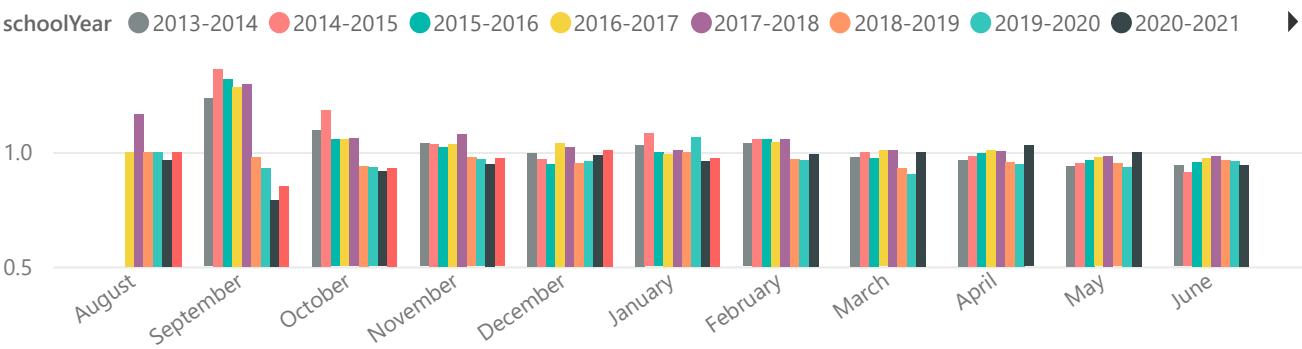
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	92%	91%	91%
3-5	82%	82%	81%	81%
6-8	78%	80%	78%	78%
9-12	72%	80%	74%	73%
Total	78%	82%	79%	78%

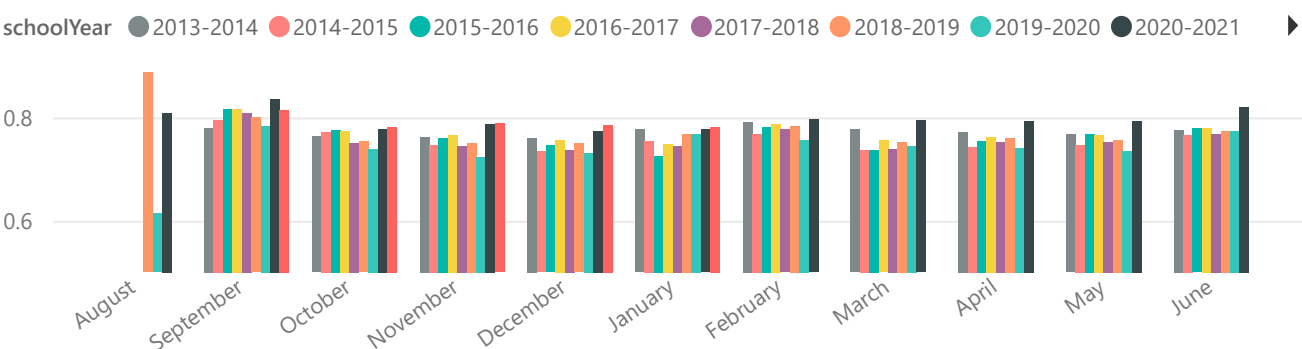
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	97%	97%	96%
3-5	96%	98%	96%	97%
6-8	96%	97%	97%	97%
9-12	91%	92%	93%	93%
Total	94%	95%	95%	95%

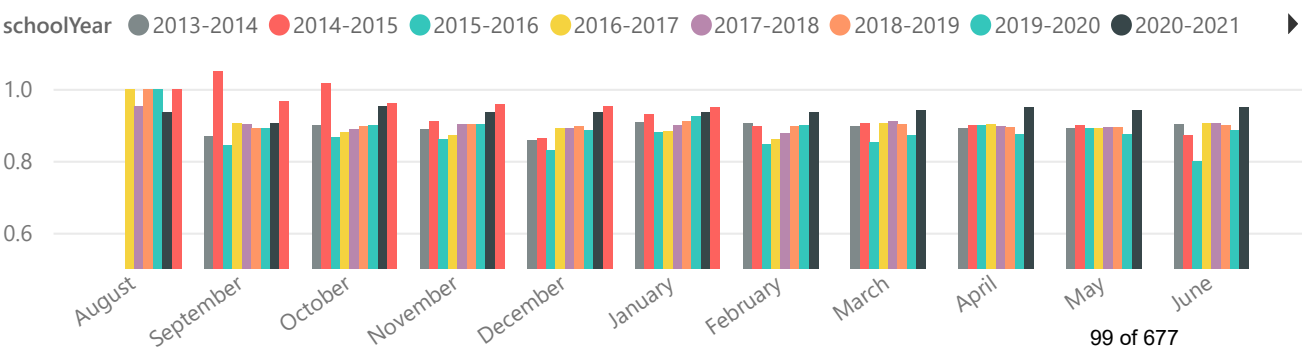
Average Total Participation

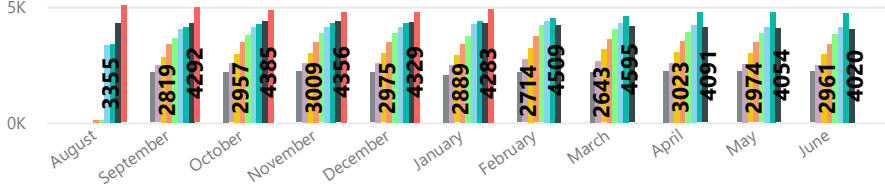


Average Total Performance



Average Total Attendance



Currently Enrolled 4898		Total YTD Enrolled 5560		California Connections Academy Southern California January 31, 2022				Current Enrollment Month-Over-Month Change 3%		
Enrollment Services Complete (Stage 4) 5985				Current Enrollment Year-Over-Year Change 14%						
Monthly Student Current Enrollment Comparison					Total YTD Enrollment					
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018					ReportPeriod		SameMonthPriorYear		CurrentMonth	
					Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
					Enrolled, Not Grad		4283	91%	4898	88%
					Graduated		23	0%	40	1%
					Prior To Engagement		160	3%	254	5%
					Withdrawal During School Year		228	5%	368	7%
					Total		4694	100%	5560	100%
New & Returning					Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth	
New or Returning		Students	%CT Students	Students	%CT Students	Active		3335	3769	1.281.30
New		1123	26.22%	2353	48.04%	Graduated		23	40	
Returning		3160	73.78%	2545	51.96%	WD During School Year		174	287	
					WD Prior To Engagement		133	216		
Grade Distribution					Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason				
GradeDistribution		Students	%CT Students	Students	%CT Students	Withdrawal Reason				
PK-2		511	12%	735	15%	Deceased				
PK		21	0%	25	1%	Enrollment was intended to be short term and is no longer needed for my student.				
KG		121	3%	250	5%	Generally dissatisfied with curriculum/course options				
1		175	4%	237	5%	Inactivity/Lack of Attendance				
2		194	5%	223	5%	My student is pursuing GED				
3-5		632	15%	697	14%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.				
3		212	5%	235	5%	My student wants to return to a traditional school setting for socialization reasons.				
4		212	5%	247	5%	No reason provided				
5		208	5%	215	4%	Required Documentation Incomplete				
6-8		1057	25%	1215	25%	The curriculum is too easy.				
6		281	7%	347	7%	The curriculum is too hard.				
7		340	8%	411	8%	The program takes too much of the Learning Coach's time.				
8		436	10%	457	9%	The program takes too much of the student's time.				
9-12		2082	49%	2251	46%	The program/schedule is not flexible enough.				
9		436	10%	506	10%	The transition to virtual school was too difficult.				
10		485	11%	568	12%	100 of 677				
11		521	12%	589	12%					
Total		4282	100%	4898	100%					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	9	3
F	2228	2555
M	2043	2317
Nonbinary		5
X	3	18

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3824	4334
Spanish	249	323
Russian	27	34
Arabic	14	23
Urdu	3	2
Another Language	161	162
No Language Reported	5	20

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1621	2072
Not Hispanic or Latino	2648	2816

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	285	382
Asian	550	621
Black/African American	822	1029
Native Hawaiian or Other Pacific Islander	144	158
White	3004	3362

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	1527	1004
Applied-Does not qualify	4	346
Bad override		4
Family Reported-Does not qualify	2	494
Qualifies for free	1310	1606
Qualifies for reduced	291	317
Refused to report	595	692

California Connections Academy Southern Califo...

January 31, 2022

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	101	97
Cognitive Disability	11	12
Emotionally Impaired	32	18
Hearing Impaired	5	7
Other Health Impaired	123	82
Physical Disability	2	3
Specific Learning Disability	184	128
Speech/Language Impaired	71	80
Traumatic Brain Injury	1	1
Visually Impaired	7	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	277	263

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	135	121

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	555	628

Gifted	Plan504
5%	2%
IEP	Not in Special Population
13%	80%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	32	38
Asian	359	350
Black/African American	480	604
Hispanic or Latino	1621	2072
Multiple Races	331	394
Native Hawaiian or Other Pacific Islander	40	42
Not Indicated	2	3
Parent refused to report race	1	1
White	1417	1394

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	266	418
Home School	254	341
No Prior School	357	283
Online (Virtual) Public School	236	549
Private/Parochial School	329	297
Public School	2344	2392
Prior Schooling Not Reported	497	618

California Connections Academy Southern California

January 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	4082	4553
Not Met	200	340

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	299	270
Approaching Alarm	320	520
Exempt	20	12
On Track	3644	4096

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	99%
3-5	98%	99%
6-8	101%	99%
9-12	93%	95%
Total	96%	97%

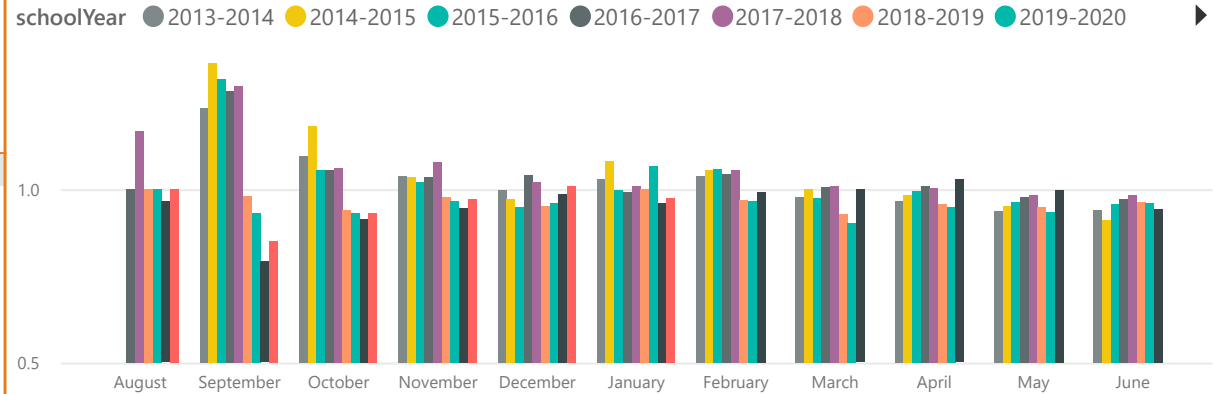
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	91%
3-5	82%	81%
6-8	78%	78%
9-12	72%	73%
Total	78%	78%

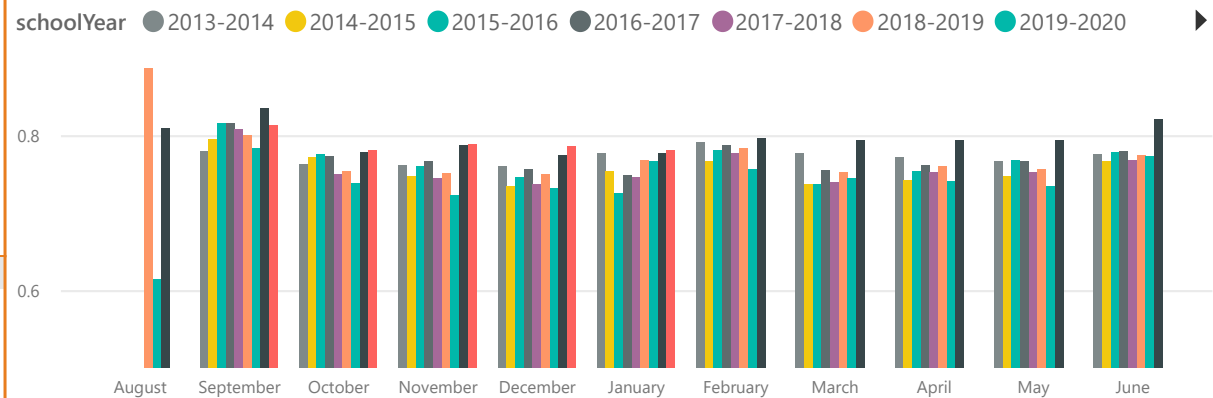
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	96%
3-5	96%	97%
6-8	96%	97%
9-12	91%	93%
Total	94%	95%

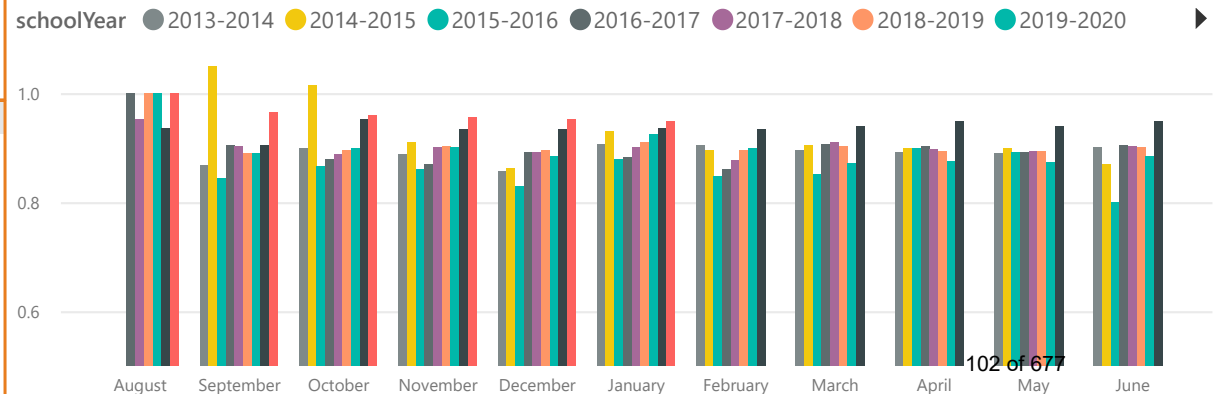
Average Total Participation



Average Total Performance



Average Total Attendance





Principals' Report **California Connections Academy Schools** **2021-22**

Month for Report: February
Enrollment Update

DATA as of February 8, 2022							
	SoCal	Ripon	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	4948	1646	658	168	105	445	7970
Waitlisted	25	10	1	1	0	1	38
Intent to Attend	12	7	7	1	1	1	29
Tell Us About Your Student	4804	1561	728	182	167	417	7859
Open Application	1727	567	249	54	66	152	2815



Field Trips/Festivals Update

Total Attendance* for Recent Field Trips

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

Recent Field Trips

Northern Region - Monterey Bay, North Bay and Ripon

1/27: Hilmar Cheese Company: 28

Central Region - Central and Central Coast

Southern Region - Southern California

1/14: Carbon Canyon Regional Park-Hike: 29

1/19: Arden: Helena Modjeska Historic House and Gardens: 6

1/20: Fleet Science Center: 34

1/21: Shady Canyon Trail in Irvine: 25

1/21: Cal Baptist University: 16

1/25: Fullerton Arboretum: 14

1/28: CAAM Museum: 9

2/01: 1st Grade Park Play Day!: 42

2/02: Lyon Air Museum: 22

Recent Virtual Field Trips

1/12: Exploring Our Solar System: 32

1/19 Virtual Snorkel - Coral Reef Ecology: 16

1/27: The Rainforest Experience: 16

2/01: Virtual Invertebrate Encounter - Insects: 11



Upcoming Field Trips

Northern Region - Monterey Bay, North Bay and Ripon

2/11: Magnolia Ranch River Trail Cleanup

2/17: Columbia State Park Scavenger Hunt

2/26: Dickens Festival

Central Region - Central and Central Coast

2/24: Mooney Grove Park Tulare County Museum

Southern Region - Southern California

2/15: Cabrillo National Monument Tour

2/19: Black College Expo

2/26: Hamilton the Musical

3/3: LandUse Learning Center

3/7: Fullerton Arboretum

3/16: San Diego Zoo Safari Park

Upcoming Virtual Field Trips

2/09: President Lincoln's Legacy

2/15: Life Cycle of a Sea Turtle

2/28: Norton Simon Museum of Art

3/03: Be a Brain Builder

3/09: Cells! A Really Close Look at How Life Works

3/14: LA Museum of the Holocaust

3/16: Drawing Desert Life

3/21: LA Museum of the Holocaust

3/23: Chapman University Virtual Tour

3/24: Flying Friends



Upcoming Festivals

Mid-Year Festival - Bowling!

2/23/22 Southern: Wednesday (Irvine and Rancho Cucamonga)

2/24/22 Northern: Thursday (Sacramento)

2/25/22 Central: Friday (Clovis)

End Of Year Festival

6/7/22 Southern: (OC Fairgrounds)

6/9/22 Northern: Thursday (Ripon)

6/10/22 Central: Friday (Central Coast Location TBD)

Outreach Update

Public relations and social media efforts are in place to highlight the success of CalCA grads who are taking part in the 2022 Winter Olympics!

Webinar sessions have returned twice per month for prospective families with an updated look/feel. To provide a better user experience, attendees are asked to take a poll at the beginning of the event to help hosts answer questions of interest.

The public school Facebook page has extensively showcased student accomplishments. Recent posts include an array of successes such as elite athletes including champion equestrians, golfers and champion figure skaters, civically engaged students, an Eagle Scout success story and more.

The school's private Facebook page continues to serve as a socialization forum as well as a means of support for all caretakers and has grown to over 1,100 members.

The Learning Coach Mentor team looks forward to helping new caretakers in the second semester.



SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

The new semester is off to a great start! Students worked hard to successfully finish their classes for fall semester and we are already off and running with spring. We started the semester with MAP and iReady testing which is also off to a strong start with great participation. We are so appreciative of our MAP/iReady teacher teams who have done an amazing job of organizing and communicating this large task. Our next event, the mid year festival, is coming up very soon and we are excited to have the opportunity to gather in person and bowl together in Sacramento!

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Greetings from Central,

It is an exciting time here at Central. We have wrapped up the first semester, and the second semester has begun. We are grateful to be welcoming many new students into our school for the start of the second semester. Our teachers have been patiently working with caretakers and students as they learn to navigate our system. We are honored so many families chose us as their educational institution.



Southern Region:
Heather Tamayo, Middle School Principal
Site Administrator of Southern California

Our students worked hard to complete their first semester deadline, with their teachers right by their side. As we move to open enrollment for the second semester, our staff is reaching out to our newest students, to offer them a warm and supportive start. Our students will take the next two weeks to complete their mid-year assessments, then settle into the remainder of the year. We recently held a middle school art night, hosting more than twenty students and their caretakers in an evening of painting. We look forward to the upcoming mid-year events, at bowling alleys in both Rancho Cucamonga and Irvine.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for February, 2022

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: February 16, 2022

BACKGROUND

Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.

These written updates will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department. The monthly reports on the school finances will typically focus on items that have changed or been significantly updated since the previous report.

FINANCIAL ITEMS:

Previously, financials were reported through December 2021. The financial reports for January are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools and its charter schools.

The Governor's proposed budget for next year was shared in January. Education leaders and enthusiasts continue to dissect and project what will remain or possibly change for the final version in May. In the meantime, we have highlighted items that we feel are important to note for our own budget development process for the 2022-23 school year. As we move through the development of next year's budget, more details will be shared.

- Governor proposes funding 5.33 percent estimated statutory cost-of-living adjustment (COLA)
- Governor proposes no additional boosts/funding to LCFF despite many education advocacy organizations calling for additional “base” funding increase to LCFF
- Governor proposes boosting funding by \$3.4 billion in 2022-23 for Expanded Learning Opportunity Grants, total \$4.4 billion ongoing, plus \$937 million one-time “infrastructure” grants focused “on integrating arts and music programming into the enrichment options for students”. It is unclear if online schools would have access to these funds.
- CalSTRS Employer Contribution Rates CalSTRS Employer Contribution Rates Years expected to increase from the current rate of 16.92% to 19.1%.

Consolidated Financial Report:

The consolidated financial report shows the overall fiscal picture for the California Online Public Schools (CalOPS) Corporation. This corporation encompasses California Connections Academy: Southern California, Central, Ripon, North Bay, Central Coast and Monterey Bay. This report has been reviewed and summarized below.

Revenue- California Online Public Schools are eligible for local, state and federal funding with the exception of Central Coast and Monterey Bay who are not yet eligible for federal funding under a “schoolwide basis”, based on the fact that the number of students enrolled that do not meet the FREE or REDUCED lunch income requirements is lower than 40%.

As for most charter schools, our largest source of revenue is the Local Control Funding Formula (LCFF), which are unrestricted funds received through three channels, with the three elements known as the Principal Apportionment/State Aid, In-lieu of Property Taxes and Education Protection Account.

Our current federal funding includes:

- **ERMHS-** Funds apportioned to special education based primarily on a reimbursement model, with a cap per student . The purpose of these funds are to provide educational mental-health related services for students with or without an individualized education program(IEP), including out-of-home residential services for emotionally disturbed pupils. Some of these funds are state and some are federal.
- **Title I-** Revenue is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency.

- Title II- Money to help increase the academic achievement of all students by funding programs that improve teacher and principal quality through professional development and other activities, and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.
- Title IV- Designed to fund efforts that improve student's academic achievement through the operation of well-rounded educational programs, improvement of school conditions, health and safety initiatives, and improvement of technology and digital literacy.
- IDEA- Federal funding allocated for special education and related services. Based on special education enrollment totals along with enrollment and low income students considered in poverty counts.
- ESSER I- Funding for schools to help with expenses and the financial implications of COVID-19, particularly for mental health support, summer school, and technology. Expires September 2022.
- ESSER II- Funding for schools to help with expenses and the financial implications of COVID-19, particularly learning loss and the improvement of air quality in education facilities. Expires September 2023.
- ESSER III- Funding for schools to help with expenses and the financial implications of COVID-19, particularly expanded learning opportunities, learning support tools and resources, and staff training. Expires September 2024.

Our current state funding includes:

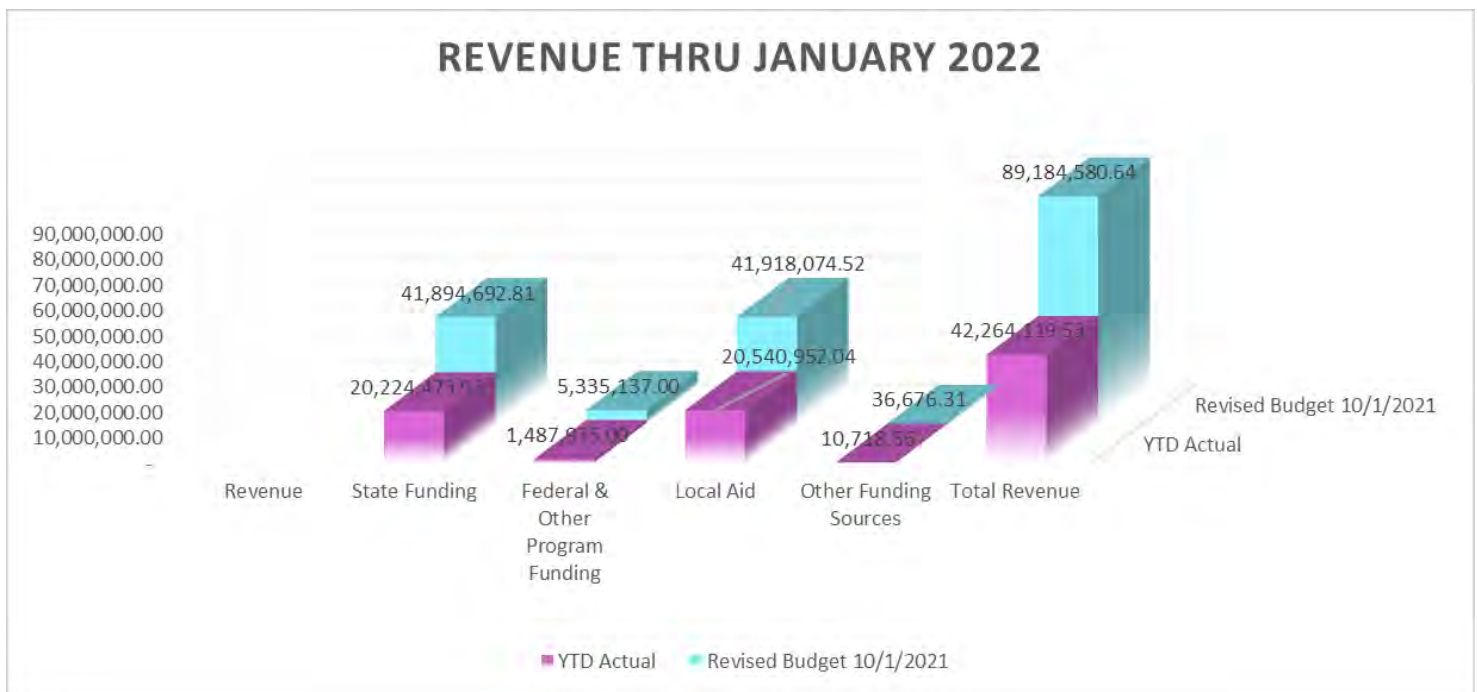
- LCFF State Aid-monthly payments made to schools based on grade span counts and special populations such as English Language Learners, free and reduced lunch, foster and homeless counts. This is a large part of the school's revenue and consistent cash flow.
- LCFF Education Protection Account- funding provided to schools for general purpose state aid.
- Mandate Block Grant Reimbursement- restricted funding based on a formula using average daily attendance and designed to offset costs that schools spend on state mandated programs such as state testing.
- Special Education Learning Recovery- One time funding to provide learning recovery support to students associated with impacts to learning due to school disruptions stemming from the COVID-19.
- Special Education Dispute Prevention- One time funding to support schools in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19.
- Educator Effectiveness Block Grant- One time funding to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.

Our current local funding includes:

- LCFF Property Tax- The portion of taxes collected by the authorizing school district that must be transferred to the charter school serving that geographic location for the students that reside in that geographic location.
- Lottery- Quarterly payments, based on prior year average daily attendance. Funding is divided into restricted and unrestricted funds and must always be used exclusively for the education of students and can include instructional materials.
- E-RATE- Funding to assist with affordable high speed internet access and telecommunication services.

Below is a chart illustrating what revenue we are expecting to receive for the 2021-22 school year compared to what we actually have received. Please note yearly allocations can change throughout the year based on recalculations of enrollment and adjustments from the funding source.

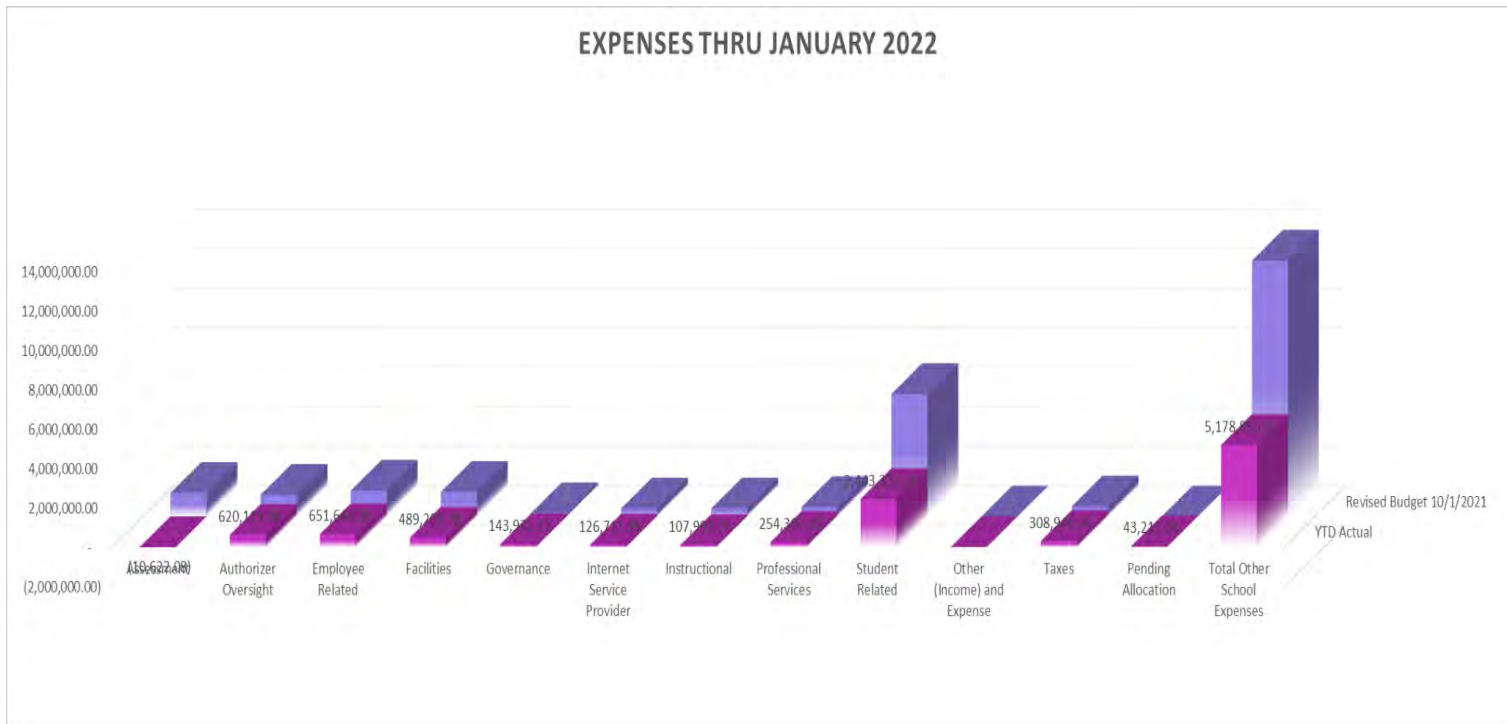
Since last month, the schools have received \$9,424,533.21 in revenue, more than the amount received during the month of December.



Expenses- Overall, the expenditures are tracking below budget for this year.

For the month of January, the schools' expenses not including staffing was \$958,651.21, less than the totals for the month of December.

Below is a chart illustrating what we have spent as of January 2022 compared to what is budgeted in the main budget categories according to the last budget approved in October 2021. Future analysis will incorporate the budget revisions approved in January.



Balance Sheet- In late January, California Online Public Schools made several payments to resolve outstanding balances between schools as well as to Pearson Virtual Schools (PVS) for services rendered in the 2021-22 school year, as well as some lingering from the 2020-21 school year. All transactions are reflected in this month's financial reports. Since then, Southern California made an additional payment resolving September, October and November's PVS invoices which will be reflected in the next board package.

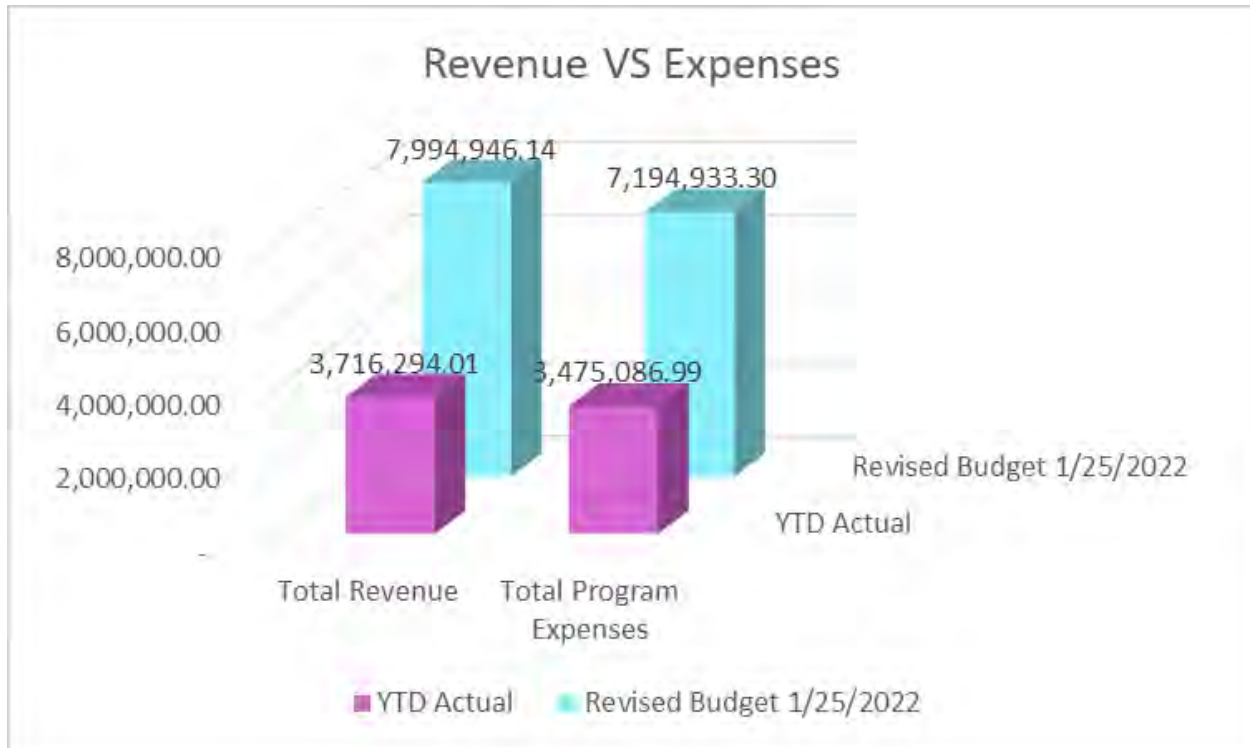
Schools' Summary:

SoCal- This school has a healthy cash flow and is still projected to meet its overall budget and end the school year with a positive fund balance greater than it has in past years. Like in all schools, we expect to start seeing an increase in the assessment expenses with testing coming up in the spring. Despite some lines being minimally over budgeted, i.e., *Accounting*

Services/Audit, Staff Dues, and School Dues, the overall budget is not impacted. We will be looking at these items next year to determine what adjustments need to be made.



Central Valley- This school continues to maintain itself financially and is projected to end the year under budget with no need for any deficit protection funds. Central Valley continues to work to pay down more of the Due/To SoCal for payroll expenses. In the meantime, other school expenses are being paid accordingly. Like SoCal, we will be looking into *Dues- School* to determine what adjustments need to be made to avoid going over budget next year.



Ripon- The school is expected to end the year with a healthy fund balance and strong cash balance. *Dues - Schools* will be reviewed closely to determine needed adjustments for next year, however all other items that are close to meeting their budget expectations are not anticipated to have any other expenditures that would impact their budget nor the school's big picture.



North Bay- We are happy to report that JP Morgan/Chase has closed our fraud case for the charges made against our accounts in the months of December and January. The total deducted is being refunded and will be verified internally. Once verification is complete, we will be closing out our case with law enforcement. A new account was established and all permissions for internal protocols were transferred over automatically by the bank. We are working with the bank to establish more fraud protection on all of our accounts.

Dues - Schools and Staff are both over budget and we will be reviewing this for better budget projects for next year. **SPED Related Services** is under budget significantly, along with many other areas. The school is projected to end the school year with a healthy cash balance and no need for any deficit protection funds.



Central Coast- Areas over budget include *SPED Related Services, Accounting Services/Audit* and *Dues - School*. These items will be discussed to make appropriate changes for next year. Overall, this school may not need any deficit protection funds initially anticipated this school year.



Monterey Bay- Areas over budget include *SPED Related Services, Accounting Services/Audit and Dues - School*. These items will be discussed to make appropriate changes for next year. Storage is likely to go over budget by the end of the year. This is the only school of our six schools that is currently anticipated to need deficit protection funds this year.



Financial Reports:

2nd Interim Reports:

The Second Interim reports are due for all six schools by March 15. These are based on the financial status of the school through January 31. The draft of the reports are included in the board materials. The draft version shows how each line item of our budget corresponds to the state reporting form and format. To the right of the page are notes detailing changes made from its original form along with the breakdown for funds considered to make those adjustments. Final versions of the interim reports which are used for submission will be included for ratification at the next board meeting.

Fall 2 Reporting:

CALPADS Fall 2 reports on student course enrollment and teacher staffing assignments. Fall 2 reports on the same population of students counted in Fall 1, as well as the administrators and staff providing student services and instruction on that date. Fall 1 census date is always the first Wednesday of October each year.

The state also has recently started to use Fall 2 data for teacher assignment monitoring. Beginning in 2019–20, the assignments of all certificated staff submitted as part of the Fall 2 data submission are being monitored to ensure that they have the appropriate credentials and authorizations, under the new credentialing laws for charter schools. The Fall 2 assignment data certified in CALPADS is

provided to the Commission on Teacher Credentialing (CTC) who will identify potential mis-assignments. Any mis-assignments are then reviewed by the authorizing district and we attempt to resolve them. The final results, which may include any reportable mis-assignments, if any, will be publicly reported through the CDE.

The Fall 2 reporting deadline is March 11, 2022.

2022-23 Budget Process:

The budget development process has already begun with an initial step of updating the spreadsheets and other tools used to create our school budgets. The next steps are to use the enrollment targets (or limits) to develop the expected revenue. We will be using the revenue amounts in the Governor's January state budget proposal, but will be monitoring this closely as it is subject to change during the legislative process. We will report back to the board with an initial draft budget for review and input in May, and the final school budgets will be adopted in June.

IRS FORM 1096:

IRS Form 1096 is also called the "Annual Summary and Transmittal of U.S. Information Returns." It's purpose is to be considered a summary and transmittal tax form that gives the IRS information from the 1099 forms we sent out to individual recipients. The due date for filing Form 1096 with the IRS was January 31, and was mailed on time along with all 1099s. Under the California Online Public Schools corporation we are able to submit this information once for all schools.

Special Education Service Contracts Update:

Finance and the Student Services Departments continue to work together to explore quality providers to serve our growing special education needs. No new contracts have been issued this month, however, we have been working with providers to expand anticipated services and hours.

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended January 31, 2022**

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget
Enrollment					
ADM			7,725	7,659	67
Total Enrollment			10,636	10,737	(101)
Funded Enrollment			7,548	7,536	12
Revenue					
State Funding	4,465,212.50	20,224,473.93	41,941,346.13	41,894,692.81	46,653.33
Federal & Other Program Funding	392,767.00	1,487,975.00	5,335,137.00	5,335,137.00	-
Local Aid	4,563,625.48	20,540,952.04	42,015,583.73	41,918,074.52	97,509.22
Other Funding Sources	2,928.23	10,718.56	36,676.31	36,676.31	-
Total Revenue	9,424,533.21	42,264,119.53	89,328,743.18	89,184,580.64	144,162.54
Program Expenses					
Compensation Expense					
Administration Staff	464,071.31	3,082,689.10	5,404,537.07	5,381,834.94	(22,702.13)
Instructional Staff	2,577,801.64	13,696,194.32	30,779,554.13	30,812,410.03	32,855.90
Total Compensation Expense	3,041,872.95	16,778,883.42	36,184,091.20	36,194,244.97	10,153.77
Fee Based Expenses					
Enrollment/Unit Based Fees	2,354,217.64	14,947,148.48	26,098,534.96	26,012,224.20	(86,310.76)
Revenue Based Fees	932,179.52	4,141,200.28	7,026,757.18	7,027,552.68	795.50
Total Fee Based Expenses	3,286,397.16	19,088,348.76	33,125,292.13	33,039,776.88	(85,515.26)
Other School Expenses					
Assessment	(1,183.47)	(10,622.08)	1,189,302.60	1,189,302.60	-
Authorizer Oversight	94,776.45	620,119.08	1,094,002.01	1,092,337.64	(1,664.37)
Employee Related	5,787.35	651,644.36	1,301,035.91	1,301,035.91	-
Facilities	49,909.65	489,209.78	1,238,705.64	1,238,705.64	-
Governance	65,190.85	143,932.72	171,218.18	162,581.46	(8,636.72)
Internet Service Provider	-	126,711.99	397,921.40	397,497.46	(423.94)
Instructional	3,437.27	107,993.73	398,112.08	398,112.08	-
Professional Services	45,954.87	254,367.43	470,614.39	469,651.08	(963.31)
Student Related	602,701.87	2,443,332.31	6,223,667.06	6,202,146.57	(21,520.49)
Other (Income) and Expense	-	-	-	-	-
Taxes	55,525.11	308,948.24	506,359.68	503,959.66	(2,400.02)
Pending Allocation	36,551.26	43,213.04	-	-	-
Total Other School Expenses	958,651.21	5,178,850.60	12,990,938.95	12,955,330.10	(35,608.85)
Adjustments and Credits					
Discretionary Service Credit	-	-	(19,500.00)	(53,200.00)	(33,700.00)
Total Adjustments and Credits	-	-	(19,500.00)	(53,200.00)	(33,700.00)
Total Program Expenses	7,286,921.32	41,046,082.78	82,280,822.28	82,136,151.94	(144,670.34)
Net Increase (Decrease)	2,137,611.90	1,218,036.75	7,047,920.90	7,048,428.70	(507.80)
Beginning fund balance	5,246,071.20	6,165,646.35	6,165,646.35		
Ending fund balance	7,383,683.10	7,383,683.10	13,213,567.25		

**California Online Public Schools
Balance Sheet
January 31, 2022**

ASSETS

Cash and Short Term Investments:

Checking	\$	514,356.85
Payroll		486,921.63
CALOPS - Operation		2,281,508.97
CALOPS - Holding		11,478,443.18
Savings - CALOPS		1,815,995.20
State Holding Account		285,651.74
OCDE Cash Account		249,950.20
Petty Cash		465.85

Total Cash and Short Term Investments	-----	17,113,293.62
--	-------	----------------------

Other Current Assets:

Pupil Funding	9,580,052.88
SPED Funding State	(37,765.55)
Other State Receivables	(270,467.28)
Federal Programs	849,022.00
Chase-JP Morgan Receivable	36,403.54
Prepaid Expenses	80,547.82

Total Other Current Assets	-----	10,237,793.41
-----------------------------------	-------	----------------------

Total Current Assets	-----	27,351,087.03
-----------------------------	-------	----------------------

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(7,407.82)

Net Fixed Assets	-----	25,113.68
-------------------------	-------	------------------

Other Assets:

Deposits	20,387.30
----------	-----------

Total Other Assets	-----	20,387.30
---------------------------	-------	------------------

Total Assets	\$	27,396,588.01
---------------------	-----------	----------------------

=====

**California Online Public Schools
Balance Sheet
January 31, 2022**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$ 15,146,087.17
CalOPS Pass Through Expense Liability	2,115.40
Pension Payable	613,974.59
Accrued Expenses	87,897.35
Accrued Credit Card Expenses	43,213.04
Deferred Rent	41,840.00
Deferred Revenue	729,910.45
Accounts Payable	3,347,866.93

Total Current Liabilities	-----	20,012,904.92

Total Liabilities	-----	20,012,904.92
--------------------------	-------	----------------------

FUND BALANCE

Beginning Fund Balance	6,165,646.35
Change in Fund Balance	1,218,036.75

Ending Fund Balance	-----	7,383,683.10

Total Liabilities and Fund Balance	\$	27,396,588.01
		=====

California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			91	89	2	0
Forecasted Total Enrollment			134	141	(7)	(0)
Forecasted Funded Enrollment			91	89	2	0
<u>Revenue</u>						
State Funding	37,118.51	145,568.27	296,040.55	291,034.27	5,006.28	0.02
Federal & Other Program Funding	-	-	9,100.00	9,100.00	-	-
Local Aid	81,195.10	337,419.15	690,175.53	678,240.13	11,935.40	0.02
Other Funding Sources	140.10	1,107.77	2,000.00	2,000.00	-	-
Total Revenue	118,453.71	484,095.19	997,316.08	980,374.40	16,941.68	0.02
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	5,568.48	36,989.75	64,936.78	64,653.35	(283.42)	-0.44%
Instructional Staff	30,237.61	183,302.68	384,517.51	383,485.07	(1,032.43)	-0.27%
Total Compensation Expense	35,806.09	220,292.43	449,454.28	448,138.42	(1,315.85)	-0.29%
Fee Based Expenses						
Enrollment/Unit Based Fees	33,913.19	176,584.62	303,267.58	308,079.21	4,811.63	1.56%
Revenue Based Fees	16,131.02	45,098.43	78,434.18	77,311.66	(1,122.52)	-1.45%
Total Fee Based Expenses	50,044.21	221,683.05	381,701.76	385,390.87	3,689.11	0.96%
Other School Expenses						
Assessment	4.45	13.91	10,677.59	10,677.59	-	0.00%
Authorizer Oversight	1,154.17	6,097.04	11,867.92	11,676.29	(191.63)	-1.64%
Employee Related	67.70	7,837.83	11,690.35	11,690.35	-	0.00%
Facilities	592.67	5,021.05	13,466.12	13,466.12	-	0.00%
Governance	384.79	2,516.38	4,191.99	3,814.32	(377.67)	-9.90%
Internet Service Provider	(4,753.20)	1,467.97	4,157.90	4,362.78	204.87	4.70%
Instructional	40.22	1,229.40	4,823.68	4,823.68	-	0.00%
Professional Services	333.71	1,951.30	3,590.12	3,585.23	(4.88)	-0.14%
Student Related	26,091.89	33,688.75	53,951.49	32,431.00	(21,520.49)	-66.36%
Taxes	812.69	3,892.97	6,128.97	6,308.41	179.44	2.84%
Total Other School Expenses	24,729.09	63,716.60	124,546.13	102,835.77	(21,710.36)	-21.11%
Total Program Expenses	110,579.39	505,692.09	955,702.17	936,365.06	(19,337.10)	-2.07%
Net Increase (Decrease)	7,874.32	(21,596.90)	41,613.91	44,009.34	(2,395.44)	
Beginning fund balance	(19,231.61)	10,239.60	10,239.60			
Ending fund balance	(11,357.30)	(11,357.30)	51,853.51			

California Connections Academy Central Coast
Balance Sheet
January 31, 2022

ASSETS

Cash and Short Term Investments:

Operating Account	\$	121,748.29
Holding Account		50,433.59
State Holding Account		285,651.74

Total Cash and Short Term Investments		457,833.62

Other Current Assets:

Pupil Funding		318,826.49
SPED Funding State		15,526.60
Other State Receivables		2,800.20
Federal Programs		5,026.00
Due from CalOPS Schools		(737.31)
Prepaid Expenses		-

Total Other Current Assets		341,441.98

Total Current Assets		799,275.60

Total Assets	\$	799,275.60
=====		

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	166,408.85
CalOPS Payroll Liability		561,813.69
CalOPS Pass-Through Expense Liability		30,134.31
Deferred Rent		487.00
Deferred Revenue		25,056.00
Accounts Payable		26,733.05

Total Current Liabilities		810,632.90

Total Liabilities	810,632.90

FUND BALANCE

Beginning Fund Balance	10,239.60
Change in Fund Balance	(21,596.90)

Ending Fund Balance	(11,357.30)

Total Liabilities and Fund Balance	\$	799,275.60
=====		

California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	22,824.39	94,850.41	194,012.21	190,657.11	3,355.10
LCFF / General Purpose Block Grant - State EPA	2,260.80	9,395.10	19,217.24	18,884.91	332.33
Lottery	2,128.03	8,852.49	18,107.37	17,800.05	307.32
Special Education Pass through funds - State	7,004.32	29,137.60	59,599.63	58,588.10	1,011.53
Special Education Dispute Prevention	95.00	95.00	495.00	495.00	-
Special Education Learning Recovery	2,679.00	2,679.00	2,229.00	2,229.00	-
ERMHS	-	-	1,237.37	1,237.37	-
Mandated Cost Reimbursement	126.97	558.67	1,142.73	1,142.73	-
Total State Funding	37,118.51	145,568.27	296,040.55	291,034.27	5,006.28
Federal & Other Programs Funding					
IDEA	-	-	9,000.00	9,000.00	-
E-Rate	-	-	100.00	100.00	-
Total Federal & Other Programs Funding	-	-	9,100.00	9,100.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	81,195.10	337,419.15	690,175.53	678,240.13	11,935.40
Total Local Funding	81,195.10	337,419.15	690,175.53	678,240.13	11,935.40
Other Funding					
Interest	140.10	1,107.77	2,000.00	2,000.00	-
Total Other Funding	140.10	1,107.77	2,000.00	2,000.00	-
Total Revenue	118,453.71	484,095.19	997,316.08	980,374.40	16,941.68

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	3,899.29	26,937.13	47,012.14	46,899.87	(112.26)
Benefits	955.33	6,599.60	11,517.97	11,490.47	(27.50)
Pension	423.12	2,298.22	4,258.93	4,227.94	(30.98)
Taxes	290.74	1,154.80	2,147.74	2,035.07	(112.66)
Total Administrative Compensation	5,568.48	36,989.75	64,936.78	64,653.35	(283.40)
Instructional Compensation					
Salaries	20,319.01	132,478.74	273,123.87	273,263.86	139.98
Benefits	4,978.16	28,124.85	62,582.91	62,617.21	34.30
Pension	3,744.04	20,101.99	43,400.73	42,981.24	(419.48)
Taxes	1,196.41	2,597.09	5,410.00	4,622.76	(787.23)
Total Instructional Compensation	30,237.61	183,302.68	384,517.51	383,485.07	(1,032.43)
Total Compensation	35,806.09	220,292.43	449,454.28	448,138.42	(1,315.86)
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	420.83	2,595.83	4,539.50	4,462.50	(77.00)
Connexus Annual License (EMS)	5,050.00	31,150.00	54,474.00	53,550.00	(924.00)
Curriculum Postage	552.75	2,714.25	4,434.49	4,653.00	218.51
Direct Course Instruction Support	165.00	668.25	990.00	990.00	-
Educational Resource Center	1,060.50	6,541.50	11,439.54	11,245.50	(194.04)
Enrollment and Records Management	670.00	3,290.00	5,375.14	5,640.00	264.86
Facility Support Services	25.00	175.00	359.98	359.98	-
Hardware/Software - Employees	200.00	1,400.00	2,890.42	2,878.94	(11.48)
Human Resources Support	416.67	2,916.67	6,021.71	5,997.79	(23.92)
ISP Processing Fee	657.99	1,289.24	2,106.33	2,210.12	103.78
School Curriculum Supplies	166.67	1,166.67	2,108.34	2,105.89	(2.44)
Short-Term Sub Teaching Services	543.64	3,961.71	3,961.71	3,418.07	(543.64)
Special Populations Consultative Services	1,200.00	4,200.00	12,264.30	11,184.78	(1,079.52)
Student Technology Assistance- Laptops	5,366.67	23,479.17	40,224.92	40,792.79	567.87
Tangible/Intangible Instr. Materials	16,154.97	83,248.83	136,724.45	143,475.00	6,750.54
Technical Support and Repairs	1,262.50	7,787.50	13,618.50	13,387.50	(231.00)
Voice Over IP Services	-	-	1,734.25	1,727.36	(6.89)
Total Enrollment/Unit Based Fees	33,913.19	176,584.62	303,267.58	308,079.21	4,811.63
Revenue-Based Fees					
Marketing Services	1,897.77	5,305.70	9,227.55	9,095.49	(132.06)
School Administration	11,386.60	31,834.18	55,365.30	54,572.94	(792.36)
Treasury Services	2,846.65	7,958.55	13,841.33	13,643.23	(198.09)
Total Revenue Based Fees	16,131.02	45,098.43	78,434.18	77,311.66	(1,122.52)
Total Fee-Based Expenses	50,044.21	221,683.05	381,701.76	385,390.87	3,689.11
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	-	-	-
Total Adjustments and Credits	-	-	-	-	-

California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	3.52	3.52	4,023.23	4,023.23	-
Student Testing & Assessment Travel	0.93	10.39	4,854.36	4,854.36	-
Student Testing Technology	-	-	1,800.00	1,800.00	-
Total Assessment	4.45	13.91	10,677.59	10,677.59	-
Authorizer Oversight					
District Oversight	900.32	4,532.43	9,034.05	8,877.82	(156.22)
SELPA Admin Fee	221.39	1,337.35	2,444.30	2,408.89	(35.40)
STRS Reporting	32.47	227.27	389.58	389.58	-
Total Authorizer Oversight	1,154.17	6,097.04	11,867.92	11,676.29	(191.62)
Employee Related					
Staff Recruiting/Background Checks	0.23	114.75	394.00	394.00	-
Staff Training/Prof. Dvlpmnt	13.06	7,254.27	8,405.00	8,405.00	-
Team Building	-	24.00	451.55	451.55	-
Travel and Conferences - Administration	50.28	339.84	1,494.86	1,494.86	-
Travel and Conferences - Teachers	4.13	104.97	944.94	944.94	-
Total Employee Related	67.70	7,837.83	11,690.35	11,690.35	-
Facilities					
Copiers/ Reproduction	18.43	108.89	283.85	283.85	-
Equipment/Supplies	-	3.42	1,648.00	1,648.00	-
Expensed Furniture and Equipment	-	849.50	1,520.00	1,520.00	-
High-Speed Internet	16.16	146.72	655.14	655.14	-
Maintenance & Repairs	23.33	183.16	770.74	770.74	-
Office Postage	56.72	211.44	412.78	412.78	-
Office Rent	384.47	2,691.29	5,633.12	5,633.12	-
Office Supplies	25.48	201.79	565.62	565.62	-
Phone	25.38	198.85	477.16	477.16	-
Rent Operating Expense	41.42	289.70	572.67	572.67	-
Rent Storage Unit	-	87.85	334.23	334.23	-
Utilities	1.28	48.44	592.81	592.81	-
Total Facilities	592.67	5,021.05	13,466.12	13,466.12	-
Governance					
Accreditation	-	1,100.00	1,294.14	1,294.14	-
Banking Fees	-	302.06	1,500.00	1,500.00	-
Board-Related Expenses	-	-	179.99	179.99	-
Dues - School	380.00	727.67	727.67	350.00	(377.67)
Dues - Staff	4.79	246.46	350.00	350.00	-
Insurance Expenses	-	140.19	140.19	140.19	-
Total Governance	384.79	2,516.38	4,191.99	3,814.32	(377.67)
Internet Service Provider					
ISP Payment Reimbursement	(4,753.20)	1,467.97	4,157.90	4,362.78	204.88
Total Internet Service Provider	(4,753.20)	1,467.97	4,157.90	4,362.78	204.88
Instructional					
Other Curriculum	40.22	899.40	2,399.84	2,399.84	-
Summer School	-	330.00	2,423.84	2,423.84	-
Total Instructional	40.22	1,229.40	4,823.68	4,823.68	-
Professional Services					
Accounting Services/Audit	276.41	664.85	664.85	659.96	(4.80)
AERIES	-	630.70	695.97	695.97	-
Legal Services	57.30	419.30	1,539.92	1,539.92	-
Other School Contracted Services	-	236.63	616.77	616.77	-
Other School Expense	-	(0.18)	72.61	72.61	-
Total Professional Services	333.71	1,951.30	3,590.12	3,585.23	(4.80)
Student Related					
Graduation Expense	-	-	4,000.00	4,000.00	-
SPED Related Services	26,091.65	33,222.69	38,222.69	16,702.20	(21,520.49)
Student Activities	0.24	466.06	11,728.80	11,728.80	-
Total Student Related	26,091.89	33,688.75	53,951.49	32,431.00	(21,520.49)
Taxes					
Sales Tax And Use	812.69	3,892.97	6,128.97	6,308.41	179.44
Total Taxes	812.69	3,892.97	6,128.97	6,308.41	179.44
Total Other Expenses	24,729.09	63,716.60	124,546.13	102,835.77	(21,710.36)

California Connections Academy Central Valley
Revenue and Expense Statement
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			658	639	19	3%
Forecasted Total Enrollment			943	922	21	2%
Forecasted Funded Enrollment			625	625	0	0%
<u>Revenue</u>						
State Funding	715,149.58	3,354,767.26	6,910,272.02	6,910,272.02	-	0.00%
Federal & Other Program Funding	949.00	152,970.00	658,273.00	658,273.00	-	0.00%
Local Aid	43,498.19	207,876.10	425,201.12	425,201.12	-	0.00%
Other Funding Sources	38.71	680.65	1,200.00	1,200.00	-	0.00%
Total Revenue	759,635.48	3,716,294.01	7,994,946.14	7,994,946.14	-	0.00%
<u>Program Expenses</u>						
<u>Compensation Expense</u>						
Administration Staff	40,620.65	269,831.05	473,697.63	471,630.07	(2,067.56)	-0.44%
Instructional Staff	217,076.68	1,166,546.27	2,621,484.24	2,607,705.86	(13,778.38)	-0.53%
Total Compensation Expense	257,697.33	1,436,377.32	3,095,181.87	3,079,335.93	(15,845.95)	-0.51%
<u>Fee Based Expenses</u>						
Enrollment/Unit Based Fees	197,365.68	1,265,935.49	2,270,914.35	2,212,595.65	(58,318.70)	-2.64%
Revenue Based Fees	84,404.59	378,685.18	631,062.70	635,636.29	4,573.59	0.72%
Total Fee Based Expenses	281,770.27	1,644,620.67	2,901,977.05	2,848,231.94	(53,745.11)	-1.89%
<u>Other School Expenses</u>						
Assessment	32.65	99.70	73,601.69	73,601.69	-	0.00%
Authorizer Oversight	8,106.71	52,557.77	93,091.34	93,091.34	0.00	0.00%
Employee Related	487.30	56,975.60	116,900.43	116,900.43	-	0.00%
Facilities	4,309.34	36,374.64	100,990.31	100,990.31	-	0.00%
Governance	5,688.47	12,691.22	16,824.82	15,298.54	(1,526.28)	-9.98%
Internet Service Provider	4,753.20	10,426.52	32,343.98	31,401.89	(942.09)	-3.00%
Instructional	289.42	8,805.53	44,790.27	44,790.27	-	0.00%
Professional Services	2,401.56	14,067.91	27,635.27	27,635.27	-	0.00%
Student Related	52,651.98	175,135.71	716,460.80	716,460.80	-	0.00%
Taxes	5,099.46	26,954.39	48,552.80	47,194.89	(1,357.92)	-2.88%
Total Other School Expenses	83,820.09	394,088.99	1,271,191.72	1,267,365.43	(3,826.29)	-0.30%
Total Program Expenses	623,287.69	3,475,086.99	7,268,350.64	7,194,933.30	(73,417.34)	-1.02%
Net Increase (Decrease)	136,347.79	241,207.02	726,595.50	800,012.84	-	
Beginning fund balance	575,096.20	470,236.96	470,236.96			
Ending fund balance	711,443.98	711,443.98	1,196,832.46			

California Connections Academy Central Valley
Balance Sheet
January 31, 2022

ASSETS

Cash and Short Term Investments:

Checking	\$	331,167.54
Savings		989,165.24

Total Cash and Short Term Investments		1,320,332.78
--	--	---------------------

Other Current Assets:

Pupil Funding	1,372,429.82
SPED Funding State	11,988.81
Other State Receivables	92,090.85
Federal Programs	82,884.00
Due from CalOPS Schools	(2,574.56)
Prepaid Expenses	8,290.18

Total Other Current Assets		1,565,109.10
-----------------------------------	--	---------------------

Total Current Assets		2,885,441.88
-----------------------------	--	---------------------

Other Assets:

Utilities Deposit	100.00
-------------------	--------

Total Other Assets		100.00
---------------------------	--	---------------

Total Assets	\$	2,885,541.88
---------------------	-----------	---------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	287,719.71
CalOPS Payroll Liability		1,261,551.61
CalOPS Pass-Through Expense Liability		233,740.02
Accrued Expenses		51,013.46
Deferred Rent		3,517.00
Accounts Payable		336,556.10

Total Current Liabilities		2,174,097.90
----------------------------------	--	---------------------

Total Liabilities		2,174,097.90
--------------------------	--	---------------------

FUND BALANCE

Beginning Fund Balance	470,236.96
Change in Fund Balance	241,207.02

Ending Fund Balance		711,443.98
----------------------------	--	-------------------

Total Liabilities and Fund Balance	\$	2,885,541.88
---	-----------	---------------------

California Connections Academy Central Valley
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	375,649.50	1,795,213.56	3,672,027.73	3,672,027.73	-
LCFF / General Purpose Block Grant - State EPA	266,716.29	1,274,626.24	2,607,190.04	2,607,190.04	-
Lottery	12,728.81	60,842.30	124,450.16	124,450.16	-
Special Education Pass through funds - State	41,896.32	200,259.83	409,622.37	409,622.37	-
Special Education Dispute Prevention	694.00	694.00	9,783.00	9,783.00	-
Special Education Learning Recovery	15,798.00	15,798.00	44,024.00	44,024.00	-
ERMHS	-	-	28,174.72	28,174.72	-
Educator Effectiveness Block Grant	-	-	-	-	-
Mandated Cost Reimbursement	1,666.66	7,333.33	15,000.00	15,000.00	-
Total State Funding	715,149.58	3,354,767.26	6,910,272.02	6,910,272.02	-
Federal & Other Programs Funding					
Title I	-	35,421.00	141,685.00	141,685.00	-
Title II	-	5,530.00	19,000.00	19,000.00	-
Title IV	2,500.00	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	77,875.00	77,875.00	-
E-Rate	-	-	1,400.00	1,400.00	-
ESSER Funding	(1,551.00)	109,519.00	408,313.00	408,313.00	-
Total Federal & Other Programs Funding	949.00	152,970.00	658,273.00	658,273.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	43,498.19	207,876.10	425,201.12	425,201.12	-
Total Local Funding	43,498.19	207,876.10	425,201.12	425,201.12	-
Other Funding					
Interest	38.71	680.65	1,200.00	1,200.00	-
Total Other Funding	38.71	680.65	1,200.00	1,200.00	-
Total Revenue	759,635.48	3,716,294.01	7,994,946.14	7,994,946.14	-

California Connections Academy Central Valley
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	28,444.33	196,499.69	342,941.86	342,122.86	(818.99)
Benefits	6,968.86	48,142.42	84,020.76	83,820.10	(200.65)
Pension	3,086.58	16,764.97	31,067.82	30,841.81	(226.00)
Taxes	2,120.88	8,423.96	15,667.20	14,845.29	(821.91)
Total Administrative Compensation	40,620.65	269,831.05	473,697.63	471,630.07	(2,067.55)
Instructional Compensation					
Salaries	145,870.72	805,345.38	1,822,317.83	1,818,873.58	(3,444.25)
Benefits	35,738.32	198,509.37	447,667.62	446,823.78	(843.83)
Pension	26,878.56	144,323.45	312,791.27	309,041.53	(3,749.74)
Taxes	8,589.08	18,368.06	38,707.51	32,966.96	(5,740.54)
Total Instructional Compensation	217,076.68	1,166,546.27	2,621,484.24	2,607,705.86	(13,778.36)
Total Compensation	257,697.33	1,436,377.32	3,095,181.87	3,079,335.93	(15,845.94)
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,358.33	18,608.33	32,908.50	31,941.00	(967.50)
Community Outreach	2,083.33	14,583.33	25,000.00	25,000.00	-
Connexus Annual License (EMS)	16,300.00	223,300.00	394,902.00	383,292.00	(11,610.00)
Curriculum Postage	3,261.50	17,748.50	31,118.12	30,426.00	(692.11)
Direct Course Instruction Support	1,358.50	6,173.75	12,628.13	12,746.25	118.12
Educational Resource Center	3,423.00	46,893.00	82,929.42	80,491.32	(2,438.09)
Enrollment and Records Management	3,953.33	21,513.33	37,718.93	36,880.00	(838.92)
Facility Support Services	200.00	1,400.00	2,627.04	2,627.04	-
Hardware/Software - Employees	1,400.00	11,900.00	20,899.97	20,670.15	(229.82)
Human Resources Support	2,916.67	24,791.67	43,541.61	43,062.81	(478.79)
ISP Processing Fee	2,362.50	9,275.00	16,384.99	15,907.74	(477.25)
School Curriculum Supplies	1,000.00	8,750.00	15,244.89	15,119.83	(125.05)
Short-Term Sub Teaching Services	3,903.22	30,453.81	30,453.81	26,550.59	(3,903.22)
Special Populations Consultative Services	16,350.00	62,250.00	160,091.30	157,201.94	(2,889.36)
Student Technology Assistance- Laptops	34,691.67	168,379.17	299,216.72	288,728.88	(10,487.83)
Tangible/Intangible Instr. Materials	98,728.63	544,090.60	953,983.43	933,725.00	(20,258.43)
Technical Support and Repairs	4,075.00	55,825.00	98,725.50	95,823.00	(2,902.49)
Voice Over IP Services	-	-	12,539.98	12,402.09	(137.89)
Total Enrollment/Unit Based Fees	197,365.68	1,265,935.49	2,270,914.35	2,212,595.65	(58,318.70)
Revenue-Based Fees					
Marketing Services	9,929.95	44,551.20	74,242.67	74,780.74	538.06
School Administration	59,579.71	267,307.18	445,456.02	448,684.44	3,228.41
Treasury Services	14,894.93	66,826.80	111,364.01	112,171.11	807.10
Total Revenue Based Fees	84,404.59	378,685.18	631,062.70	635,636.29	4,573.59
Total Fee-Based Expenses	281,770.27	1,644,620.67	2,901,977.05	2,848,231.94	(53,745.10)

California Connections Academy Central Valley
Schedule Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	25.95	25.95	22,000.00	22,000.00	-
Student Testing & Assessment Travel	6.70	73.75	35,401.69	35,401.69	-
Student Testing Technology	-	-	16,200.00	16,200.00	-
Total Assessment	32.65	99.70	73,601.69	73,601.69	-
Authorizer Oversight					
District Oversight	5,961.68	37,235.78	67,044.19	67,044.19	-
SELPA Admin Fee	1,908.21	13,664.21	23,205.24	23,205.24	-
STRS Reporting	236.83	1,657.78	2,841.91	2,841.91	-
Total Authorizer Oversight	8,106.71	52,557.77	93,091.34	93,091.34	-
Employee Related					
Staff Recruiting/Background Checks	1.68	835.47	3,338.65	3,338.65	-
Staff Training/Prof. Dvlpmnt	94.02	52,775.95	90,109.00	90,109.00	-
Team Building	-	174.67	3,293.96	3,293.96	-
Travel and Conferences - Administration	361.86	2,434.37	13,274.00	13,274.00	-
Travel and Conferences - Teachers	29.74	755.14	6,884.82	6,884.82	-
Total Employee Related	487.30	56,975.60	116,900.43	116,900.43	-
Facilities					
Copiers/ Reproduction	132.61	780.58	1,977.00	1,977.00	-
Equipment/Supplies	-	8.91	12,740.00	12,740.00	-
Expensed Furniture and Equipment	-	6,055.07	13,567.00	13,567.00	-
High-Speed Internet	116.29	1,058.40	4,773.74	4,773.74	-
Maintenance & Repairs	170.11	1,335.66	5,777.59	5,777.59	-
Office Postage	408.23	1,510.08	3,011.10	3,011.10	-
Office Rent	2,804.62	19,632.34	41,092.19	41,092.19	-
Office Supplies	183.38	1,455.13	4,569.00	4,569.00	-
Phone	182.62	1,431.43	3,480.78	3,480.78	-
Rent Operating Expense	302.16	2,113.37	4,177.51	4,177.51	-
Rent Storage Unit	-	640.51	1,500.00	1,500.00	-
Utilities	9.32	353.16	4,324.40	4,324.40	-
Total Facilities	4,309.34	36,374.64	100,990.31	100,990.31	-
Governance					
Accreditation	-	1,100.00	2,500.00	2,500.00	-
Banking Fees	134.00	444.89	1,000.00	1,000.00	-
Board-Related Expenses	-	-	1,312.96	1,312.96	-
Dues - School	5,520.00	8,326.28	8,326.28	6,800.00	(1,526.28)
Dues - Staff	34.47	1,797.42	2,662.95	2,662.95	-
Insurance Expenses	-	1,022.63	1,022.63	1,022.63	-
Total Governance	5,688.47	12,691.22	16,824.82	15,298.54	(1,526.28)
Internet Service Provider					
ISP Payment Reimbursement	4,753.20	10,426.52	32,343.98	31,401.89	(942.09)
Total Internet Service Provider	4,753.20	10,426.52	32,343.98	31,401.89	(942.09)
Instructional					
Other Curriculum	289.42	6,550.53	27,109.00	27,109.00	-
Summer School	-	2,255.00	17,681.27	17,681.27	-
Total Instructional	289.42	8,805.53	44,790.27	44,790.27	-
Professional Services					
Accounting Services/Audit	1,989.23	4,778.63	4,814.20	4,814.20	-
AERIES	-	4,598.87	5,076.93	5,076.93	-
Legal Services	412.33	3,008.19	10,915.45	10,915.45	-
Other School Contracted Services	-	1,683.49	6,299.00	6,299.00	-
Other School Expense	-	(1.27)	529.69	529.69	-
Total Professional Services	2,401.56	14,067.91	27,635.27	27,635.27	-
Student Related					
Graduation Expense	-	-	5,800.00	5,800.00	-
SPED Related Services	52,650.25	169,765.02	698,210.80	698,210.80	-
Student Activities	1.73	5,370.69	12,450.00	12,450.00	-
Total Student Related	52,651.98	175,135.71	716,460.80	716,460.80	-
Taxes					
Sales Tax And Use	5,099.46	26,954.39	48,552.80	47,194.89	(1,357.91)
Total Taxes	5,099.46	26,954.39	48,552.80	47,194.89	(1,357.91)
Total Other Expenses	83,820.09	394,088.99	1,271,191.72	1,267,365.43	(3,826.28)

**California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended January 31, 2022**

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			439.02	436.40	2.62	0.01
Forecasted Total Enrollment			632.11	634.00	(1.89)	(0.00)
Forecasted Funded Enrollment			402.88	400.59	2.29	0.01
<u>Revenue</u>						
State Funding	132,794.86	1,008,717.02	2,091,477.17	2,078,080.59	13,396.50	0.00%
Federal & Other Program Funding	-	-	50,250.00	50,250.00	-	-
Local Aid	134,306.45	1,107,900.67	2,266,160.46	2,250,789.19	15,371.27	0.01
Other Funding Sources	373.42	525.21	500.00	500.00	-	-
Total Revenue	267,474.73	2,117,142.90	4,408,387.63	4,379,619.78	28,767.77	0.01
<u>Program Expenses</u>						
<u>Compensation Expense</u>						
Administration Staff	26,579.20	176,557.81	309,953.27	308,600.40	(1,352.87)	-0.44%
Instructional Staff	148,120.48	782,498.65	1,753,194.34	1,766,784.16	13,589.82	0.77%
Total Compensation Expense	174,699.68	959,056.45	2,063,147.61	2,075,384.56	12,236.95	0.59%
<u>Fee Based Expenses</u>						
Enrollment/Unit Based Fees	113,701.73	832,347.11	1,452,900.05	1,450,282.10	(2,617.95)	-0.18%
Revenue Based Fees	64,475.61	227,875.58	343,584.01	341,266.07	(2,317.94)	-0.68%
Total Fee Based Expenses	178,177.34	1,060,222.69	1,796,484.06	1,791,548.17	(4,935.89)	-0.28%
<u>Other School Expenses</u>						
Assessment	33.05	79.88	56,629.00	56,629.00	-	0.00%
Authorizer Oversight	5,058.95	38,015.51	63,310.27	62,989.69	(320.58)	-0.51%
Employee Related	332.77	37,610.27	76,470.32	76,470.32	-	0.00%
Facilities	2,849.05	24,262.64	64,937.57	64,937.57	-	0.00%
Governance	2,743.54	7,886.50	11,122.13	9,893.24	(1,228.89)	-12.42%
Internet Service Provider	-	6,355.32	19,009.11	19,066.06	56.95	0.30%
Instructional	197.64	5,899.81	23,024.13	23,024.13	-	0.00%
Professional Services	1,640.02	9,510.58	16,231.72	16,119.58	(112.14)	-0.70%
Student Related	48,909.23	129,296.12	209,905.77	209,905.77	-	0.00%
Taxes	2,700.31	16,931.96	27,164.34	26,836.86	(327.48)	-1.22%
Total Other School Expenses	64,464.56	275,848.59	567,804.36	565,872.22	(1,932.14)	-0.34%
<u>Adjustments and Credits</u>						
Discretionary Service Credit	-	-	(19,500.00)	(53,200.00)	33,700.00	63.35%
Total Adjustments and Credits	-	-	(19,500.00)	(53,200.00)	33,700.00	63.35%
Total Program Expenses	417,341.59	2,295,127.73	4,407,936.03	4,379,604.95	39,068.92	-0.65%
Net Increase (Decrease)	(149,866.86)	(177,984.83)	451.60	14.83	436.77	
Beginning fund balance	6,478.74	34,596.72	34,596.72			
Ending fund balance	(143,388.11)	(143,388.11)	35,048.32			

California Connections Academy Monterey Bay
Balance Sheet
January 31, 2022

ASSETS

Cash and Short Term Investments:

Operating Account	\$	329,832.94
Holding		439,289.03

Total Cash and Short Term Investments	769,121.97
--	-------------------

Other Current Assets:

Pupil Funding	1,415,323.53
SPED Funding State	31,421.66
Other State Receivables	(1,562.20)
Federal Programs	35,975.00
Due from CalOPS Schools	(1,754.05)
Prepaid Expenses	-

Total Other Current Assets	1,479,403.94
-----------------------------------	---------------------

Total Current Assets	2,248,525.91
-----------------------------	---------------------

Total Assets	\$	2,248,525.91
---------------------	-----------	---------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	923,278.64
CalOPS Payroll Liability		1,137,302.65
CalOPS Pass Through Expense Liability		148,272.94
Deferred Rent		2,327.00
Deferred Revenue		19,066.00
Accounts Payable		161,666.80

Total Current Liabilities	2,391,914.03
----------------------------------	---------------------

Total Liabilities	2,391,914.03
--------------------------	---------------------

FUND BALANCE

Beginning Fund Balance	34,596.72
Change in Fund Balance	(177,984.83)

Ending Fund Balance	(143,388.11)
----------------------------	---------------------

Total Liabilities and Fund Balance	\$	2,248,525.91
---	-----------	---------------------

California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	94,992.36	783,596.80	1,602,811.63	1,591,939.83	10,871.80
LCFF / General Purpose Block Grant - State EPA	4,994.64	41,201.06	84,274.90	83,703.27	571.63
Lottery	4,709.30	39,195.61	80,172.83	79,717.70	455.13
Special Education Pass through funds - State	15,500.45	129,010.66	263,885.43	262,387.41	1,498.02
Special Education Dispute Prevention	458.00	458.00	4,582.00	4,582.00	-
Special Education Learning Recovery	11,224.00	11,224.00	20,619.00	20,619.00	-
ERMHS	-	-	26,886.38	26,886.38	-
Mandated Cost Reimbursement	916.11	4,030.89	8,245.00	8,245.00	-
Total State Funding	132,794.86	1,008,717.02	2,091,477.17	2,078,080.59	13,396.50
Federal & Other Programs Funding					
IDEA	-	-	49,750.00	49,750.00	-
E-Rate	-	-	500.00	500.00	-
Total Federal & Other Programs Funding	-	-	50,250.00	50,250.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	134,306.45	1,107,900.67	2,266,160.46	2,250,789.19	15,371.27
Total Local Funding	134,306.45	1,107,900.67	2,266,160.46	2,250,789.19	15,371.27
Other Funding					
Interest	373.42	525.21	500.00	500.00	-
Total Other Funding	373.42	525.21	500.00	500.00	-
Total Revenue	267,474.73	2,117,142.90	4,408,387.63	4,379,619.78	28,767.80

California Connections Academy Monterey Bay
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
--	----------------------	---------------	--------------------	-----------------------------	-----------------------

SCHEDULE OF COMPENSATION:

Administrative Compensation					
Salaries	18,611.90	128,575.10	224,396.20	223,860.31	(535.88)
Benefits	4,559.92	31,500.90	54,977.07	54,845.78	(131.28)
Pension	2,019.63	10,969.78	20,328.52	20,180.63	(147.88)
Taxes	1,387.75	5,512.03	10,251.48	9,713.68	(537.79)
Total Administrative Compensation	26,579.20	176,557.81	309,953.27	308,600.40	(1,352.83)
Instructional Compensation					
Salaries	99,533.68	536,842.86	1,215,339.68	1,229,060.22	13,720.54
Benefits	24,385.75	134,938.29	301,170.01	304,531.54	3,361.53
Pension	18,340.36	98,213.78	210,611.01	210,714.35	103.34
Taxes	5,860.69	12,503.71	26,073.65	22,478.05	(3,595.60)
Total Instructional Compensation	148,120.48	782,498.65	1,753,194.34	1,766,784.16	13,589.81
Total Compensation	174,699.68	959,056.45	2,063,147.61	2,075,384.56	10,097.55

SCHEDULE OF FEES:

Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,041.67	12,716.67	21,951.00	21,820.16	(130.84)
Connexus Annual License (EMS)	12,500.00	152,600.00	263,412.00	261,841.96	(1,570.04)
Curriculum Postage	1,743.50	12,204.50	20,859.50	20,922.00	62.49
Direct Course Instruction Support	2,365.00	10,249.25	20,964.38	20,870.07	(94.30)
Educational Resource Center	2,625.00	32,046.00	55,316.52	54,986.81	(329.70)
Enrollment and Records Management	2,113.33	14,793.33	25,284.25	25,360.00	75.75
Facility Support Services	150.00	1,050.00	1,719.00	1,719.00	-
Hardware/Software - Employees	1,150.00	8,050.00	13,943.90	14,103.58	159.67
Human Resources Support	2,395.83	16,770.83	29,049.80	29,382.45	332.65
ISP Processing Fee	1,979.17	5,629.17	9,629.74	9,658.59	28.84
School Curriculum Supplies	833.33	5,833.33	10,170.98	10,316.50	145.51
Short-Term Sub Teaching Services	2,663.23	19,446.17	19,446.17	16,782.94	(2,663.23)
Special Populations Consultative Services	7,650.00	31,050.00	77,052.85	81,302.62	4,249.77
Student Technology Assistance- Laptops	16,962.50	94,587.50	167,475.71	162,392.79	(5,082.91)
Tangible/Intangible Instr. Materials	54,404.17	377,170.36	642,404.93	644,900.00	2,495.07
Technical Support and Repairs	3,125.00	38,150.00	65,853.00	65,460.49	(392.51)
Voice Over IP Services	-	-	8,366.34	8,462.15	95.80
Total Enrollment/Unit Based Fees	113,701.73	832,347.11	1,452,900.05	1,450,282.10	(2,617.99)
Revenue-Based Fees					
Marketing Services	7,585.36	26,808.89	40,421.65	40,148.95	(272.70)
School Administration	45,512.20	160,853.35	242,529.89	240,893.70	(1,636.19)
Treasury Services	11,378.05	40,213.34	60,632.47	60,223.42	(409.05)
Total Revenue Based Fees	64,475.61	227,875.58	343,584.01	341,266.07	(2,317.94)
Total Fee-Based Expenses	178,177.34	1,060,222.69	1,796,484.06	1,791,548.17	(4,935.89)

SCHEDULE OF CREDITS AND ADJUSTMENTS

Discretionary Service Credit	-	-	(19,500.00)	(53,200.00)	33,700.00
Total Adjustments and Credits	-	-	(19,500.00)	(53,200.00)	33,700.00

California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	28.48	28.48	19,765.00	19,765.00	-
Student Testing & Assessment Travel	4.57	51.40	26,064.00	26,064.00	-
Student Testing Technology	-	-	10,800.00	10,800.00	-
Total Assessment	33.05	79.88	56,629.00	56,629.00	-
Authorizer Oversight					
District Administrative Fees	833.33	5,833.33	10,000.00	10,000.00	-
District Oversight	3,240.01	23,332.41	39,532.47	39,264.32	(268.15)
STRS Reporting	154.96	1,084.73	1,859.54	1,859.54	-
SELPA Admin Fee	830.65	7,765.04	11,918.26	11,865.83	(52.43)
Total Authorizer Oversight	5,058.95	38,015.51	63,310.27	62,989.69	(320.58)
Employee Related					
Staff Recruiting/Background Checks	1.15	549.36	2,184.57	2,184.57	-
Staff Training/Prof. Dvlpmnt	64.20	34,764.43	59,155.15	59,155.15	-
Team Building	-	114.81	2,155.33	2,155.33	-
Travel and Conferences - Administration	247.11	1,671.70	7,946.27	7,946.27	-
Travel and Conferences - Teachers	20.31	509.97	5,029.00	5,029.00	-
Total Employee Related	332.77	37,610.27	76,470.32	76,470.32	-
Facilities					
Copiers/Reproduction	90.56	532.96	1,354.84	1,354.84	-
Equipment/Supplies	-	5.95	8,432.00	8,432.00	-
Expensed Furniture and Equipment	-	4,264.95	8,877.46	8,877.46	-
High-Speed Internet	79.41	712.59	2,976.00	2,976.00	-
Maintenance & Repairs	111.38	874.61	3,440.19	3,440.19	-
Office Postage	278.78	1,041.72	1,970.25	1,970.25	-
Office Rent	1,835.14	12,845.98	26,887.74	26,887.74	-
Office Supplies	125.23	981.73	2,699.77	2,699.77	-
Phone	124.74	968.69	2,277.57	2,277.57	-
Rent Operating Expense	197.71	1,382.82	2,733.47	2,733.47	-
Rent Storage Unit	-	419.37	458.70	458.70	-
Utilities	6.10	231.27	2,829.58	2,829.58	-
Total Facilities	2,849.05	24,262.64	64,937.57	64,937.57	-
Governance					
Accreditation	-	1,100.00	2,345.00	2,345.00	-
Banking Fees	-	368.48	1,500.00	1,500.00	-
Board-Related Expenses	-	-	859.11	859.11	-
Dues - School	2,720.00	4,571.79	4,571.79	3,350.00	(1,221.79)
Dues - Staff	23.54	1,177.10	1,177.10	1,170.00	(7.10)
Insurance Expenses	-	669.13	669.13	669.13	-
Total Governance	2,743.54	7,886.50	11,122.13	9,893.24	(1,228.89)
Internet Service Provider					
ISP Payment Reimbursement	-	6,355.32	19,009.11	19,066.06	56.94
Total Internet Service Provider	-	6,355.32	19,009.11	19,066.06	56.94
Instructional					
Other Curriculum	197.64	4,304.81	11,454.79	11,454.79	-
Summer School	-	1,595.00	11,569.34	11,569.34	-
Total Instructional	197.64	5,899.81	23,024.13	23,024.13	-
Professional Services					
Accounting Services/Audit	1,358.44	3,262.21	3,262.21	3,150.07	(112.10)
AERIES	-	3,011.60	3,321.98	3,321.98	-
Legal Services	281.58	2,054.00	6,357.00	6,357.00	-
Other School Contracted Services	-	1,183.66	2,943.94	2,943.94	-
Other School Expense	-	(0.89)	346.59	346.59	-
Total Professional Services	1,640.02	9,510.58	16,231.72	16,119.58	(112.10)
Student Related					
Graduation Expense	-	-	8,710.00	8,710.00	-
SPED Related Services	48,908.05	128,712.52	195,570.77	195,570.77	-
Student Activities	1.18	583.60	5,625.00	5,625.00	-
Total Student Related	48,909.23	129,296.12	209,905.77	209,905.77	-
Taxes					
Sales Tax And Use	2,700.31	16,931.96	27,164.34	26,836.86	(327.47)
Total Taxes	2,700.31	16,931.96	27,164.34	26,836.86	(327.47)
Total Other Expenses	64,464.56	275,848.59	567,804.36	565,872.22	(1,932.14)

**California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended January 31, 2022**

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			162	162	(1)	0%
Forecasted Total Enrollment			232	240	(8)	-3%
Forecasted Funded Enrollment			155	155	(0)	0%
Revenue						
State Funding	99,697.88	546,904.09	1,123,083.12	1,126,688.28	(3,605.16)	(0.00)
Federal & Other Program Funding	7,082.00	40,374.00	166,200.00	166,200.00	-	-
Local Aid	51,636.31	294,402.31	602,186.55	604,056.00	(1,869.45)	(0.00)
Other Funding Sources	12.17	79.87	500.00	500.00	-	-
Total Revenue	158,428.36	881,760.27	1,891,969.67	1,897,444.28	(5,474.61)	(0.00)
Program Expenses						
Compensation Expense						
Administration Staff	11,626.23	77,229.64	135,579.27	134,987.50	(591.77)	-0.44%
Instructional Staff	55,036.07	339,490.63	697,697.25	703,937.14	6,239.89	0.89%
Total Compensation Expense	66,662.30	416,720.27	833,276.51	838,924.64	5,648.13	0.67%
Fee Based Expenses						
Enrollment/Unit Based Fees	57,757.26	314,432.51	533,441.38	544,710.38	11,269.00	2.07%
Revenue Based Fees	26,726.91	92,287.33	149,048.26	149,475.00	426.74	0.29%
Total Fee Based Expenses	84,484.17	406,719.84	682,489.64	694,185.38	11,695.74	1.71%
Other School Expenses						
Assessment	9.46	26.89	28,516.60	28,516.60	-	0.00%
Authorizer Oversight	1,877.66	13,070.43	22,459.38	22,529.00	69.62	0.31%
Employee Related	123.27	16,120.10	30,300.86	30,300.86	-	0.00%
Facilities	1,199.49	11,609.94	32,513.00	32,513.00	-	0.00%
Governance	1,968.72	4,669.94	6,031.25	5,463.00	(568.25)	-10.40%
Internet Service Provider	-	2,568.51	7,433.44	7,689.76	256.33	3.33%
Instructional	73.21	2,524.60	13,273.00	13,273.00	-	0.00%
Professional Services	607.52	3,813.06	8,003.00	8,003.00	-	0.00%
Student Related	6,966.44	25,216.74	141,454.00	141,454.00	-	0.00%
Taxes	1,253.24	6,858.39	10,633.53	10,991.01	357.48	3.25%
Total Other School Expenses	14,079.01	86,478.60	300,618.06	300,733.23	115.17	0.04%
Total Program Expenses	165,225.48	909,918.71	1,816,384.21	1,833,843.24	17,459.04	0.95%
Net Increase (Decrease)	(6,797.12)	(28,158.43)	75,585.47	63,601.04	75,534.47	
Beginning fund balance	350,440.62	371,801.94	371,801.94			
Ending fund balance	343,643.51	343,643.51	447,387.41			

California Connections Academy @ North Bay
Balance Sheet
January 31, 2022

ASSETS

Cash and Short Term Investments:

Checking	\$	183,189.31
Savings		826,829.96

Total Cash and Short Term Investments	1,010,019.27
--	---------------------

Other Current Assets:

Pupil Funding	(53,332.36)
SPED Funding State	(17,820.95)
Other State Receivables	(12,065.59)
Federal Programs	23,357.00
Due from CalOPS Schools	(9,367.26)
Chase-JP Morgan Receivable	36,403.54
Prepaid Expenses	1,501.09

Total Other Current Assets	(31,324.53)
-----------------------------------	--------------------

Total Current Assets	978,694.74
-----------------------------	-------------------

Total Assets	\$	978,694.74
---------------------	-----------	-------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	84,747.86
CalOPS Payroll Liability		340,319.00
CalOPS Pass-Through Expense Liability		67,325.27
Deferred Rent		1,245.00
Accounts Payable		141,414.10

Total Current Liabilities	635,051.23
----------------------------------	-------------------

Total Liabilities	635,051.23
--------------------------	-------------------

FUND BALANCE

Beginning Fund Balance	371,801.94
Change in Fund Balance	(28,158.43)

Ending Fund Balance	343,643.51
----------------------------	-------------------

Total Liabilities and Fund Balance	\$	978,694.74
---	-----------	-------------------

California Connections Academy North Bay
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	80,561.86	459,320.02	939,518.22	942,434.00	(2,915.78)
LCFF / General Purpose Block Grant - State EPA	2,752.63	15,694.00	32,101.37	32,201.00	(99.63)
Lottery	2,628.65	15,034.69	30,752.78	30,890.00	(137.22)
Special Education Pass through funds - State	8,652.08	49,486.05	101,221.47	101,674.00	(452.53)
Special Education Dispute Prevention	175.00	175.00	1,486.00	1,486.00	-
Special Education Learning Recovery	4,261.00	4,261.00	6,687.00	6,687.00	-
ERMHS	-	-	5,316.28	5,316.28	-
Educator Effectiveness Block Grant	-	-	-	-	-
Mandated Cost Reimbursement	666.66	2,933.33	6,000.00	6,000.00	-
Total State Funding	99,697.88	546,904.09	1,123,083.12	1,126,688.28	(3,605.16)
Federal & Other Programs Funding					
Title I	-	8,979.00	35,914.00	35,914.00	-
Title II	1,407.00	1,407.00	5,200.00	5,200.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	23,250.00	23,250.00	-
ESSER Funding	5,675.00	29,988.00	91,436.00	91,436.00	-
E-Rate	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	7,082.00	40,374.00	166,200.00	166,200.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	51,636.31	294,402.31	602,186.55	604,056.00	(1,869.45)
Total Local Funding	51,636.31	294,402.31	602,186.55	604,056.00	(1,869.45)
Other Funding					
Interest	12.17	79.87	500.00	500.00	-
Total Other Funding	12.17	79.87	500.00	500.00	-
Total Revenue	158,428.36	881,760.27	1,891,969.67	1,897,444.28	(5,474.61)

California Connections Academy North Bay
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	8,141.19	56,241.12	98,155.03	97,920.62	(234.41)
Benefits	1,994.59	13,779.07	24,047.98	23,990.55	(57.43)
Pension	883.42	4,798.38	8,892.07	8,827.38	(64.69)
Taxes	607.03	2,411.06	4,484.19	4,248.94	(235.24)
Total Administrative Compensation	11,626.23	77,229.64	135,579.27	134,987.50	(591.77)
Instructional Compensation					
Salaries	36,983.02	239,666.10	490,045.33	495,975.21	5,929.87
Benefits	9,060.84	55,983.36	117,326.27	118,779.09	1,452.82
Pension	6,814.60	38,842.75	80,319.63	80,496.19	176.55
Taxes	2,177.61	4,998.43	10,006.01	8,686.66	(1,319.36)
Total Instructional Compensation	55,036.07	339,490.63	697,697.25	703,937.14	6,239.89
Total Compensation	66,662.30	416,720.27	833,276.51	838,924.64	5,648.13
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	875.00	4,725.00	8,080.76	8,113.50	32.74
Connexus Annual License (EMS)	10,500.00	56,700.00	96,969.09	97,362.00	392.91
Curriculum Postage	891.00	4,620.00	7,656.00	7,920.00	264.00
Direct Course Instruction Support	679.25	3,143.25	6,429.38	6,522.00	92.63
Educational Resource Center	2,205.00	11,907.00	20,363.51	20,446.02	82.51
Enrollment and Records Management	1,080.00	5,600.00	9,280.00	9,600.00	320.00
Facility Support Services	75.00	525.00	751.58	751.58	-
Hardware/Software - Employees	(200.00)	2,800.00	5,145.59	5,240.32	94.73
Human Resources Support	(416.67)	5,833.33	10,719.97	10,917.33	197.36
ISP Processing Fee	793.81	2,272.39	3,765.67	3,895.52	129.85
School Curriculum Supplies	(208.33)	2,041.67	3,753.30	3,833.20	79.90
Short-Term Sub Teaching Services	989.55	7,509.27	7,509.27	6,519.72	(989.55)
Special Populations Consultative Services	2,100.00	8,550.00	20,811.43	20,648.24	(163.19)
Student Technology Assistance- Laptops	8,625.00	42,262.50	70,301.23	72,656.27	2,355.04
Tangible/Intangible Instr. Materials	27,143.65	141,768.10	234,575.00	242,800.00	8,225.00
Technical Support and Repairs	2,625.00	14,175.00	24,242.27	24,340.50	98.23
Voice Over IP Services	-	-	3,087.35	3,144.19	56.84
Total Enrollment/Unit Based Fees	57,757.26	314,432.51	533,441.38	544,710.38	11,269.00
Revenue-Based Fees					
Marketing Services	3,144.34	10,857.33	17,535.09	17,585.00	49.91
School Administration	18,866.06	65,144.00	105,210.54	105,512.00	301.46
Treasury Services	4,716.51	16,286.00	26,302.63	26,378.00	75.37
Total Revenue Based Fees	26,726.91	92,287.33	149,048.26	149,475.00	426.74
Total Fee-Based Expenses	84,484.17	406,719.84	682,489.64	694,185.38	11,695.74

California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	7.77	7.77	13,000.00	13,000.00	-
Student Testing & Assessment Travel	1.69	19.12	10,116.60	10,116.60	-
Student Testing Technology	-	-	5,400.00	5,400.00	-
Total Assessment	9.46	26.89	28,516.60	28,516.60	-
Authorizer Oversight					
District Oversight	1,332.32	9,076.44	15,738.06	15,787.00	48.94
SELPA Admin Fee	477.56	3,519.51	5,907.32	5,928.00	20.68
STRS Reporting	67.78	474.48	814.00	814.00	-
Total Authorizer Oversight	1,877.66	13,070.43	22,459.38	22,529.00	69.62
Employee Related					
Staff Recruiting/Background Checks	0.43	237.75	980.00	980.00	-
Staff Training/Prof. Dvlpmnt	23.78	14,982.59	22,521.00	22,521.00	-
Team Building	-	49.77	916.00	916.00	-
Travel and Conferences - Administration	91.54	643.90	3,910.91	3,910.91	-
Travel and Conferences - Teachers	7.52	206.09	1,972.95	1,972.95	-
Total Employee Related	123.27	16,120.10	30,300.86	30,300.86	-
Facilities					
Copiers/ Reproduction	33.55	207.94	600.00	600.00	-
Equipment/Supplies	-	2.48	3,860.00	3,860.00	-
Expensed Furniture and Equipment	-	1,553.60	3,775.00	3,775.00	-
High-Speed Internet	29.42	289.02	1,267.00	1,267.00	-
Maintenance & Repairs	48.79	349.28	1,655.00	1,655.00	-
Office Postage	103.27	427.24	862.00	862.00	-
Office Rent	802.72	5,619.04	11,761.00	1,624.00	(10,137.00)
Office Supplies	46.39	395.90	1,624.00	11,761.00	10,137.00
Phone	46.20	387.57	996.00	996.00	-
Rent Operating Expense	86.48	604.86	1,161.00	1,161.00	-
Rent Storage Unit	-	1,671.70	3,750.00	3,750.00	-
Utilities	2.67	101.31	1,202.00	1,202.00	-
Total Facilities	1,199.49	11,609.94	32,513.00	32,513.00	-
Governance					
Accreditation	-	1,100.00	1,100.00	1,100.00	-
Banking Fees	-	4.00	1,000.00	1,000.00	-
Board-Related Expenses	-	-	365.00	365.00	-
Dues - School	-	799.94	799.94	705.00	(94.94)
Dues - Staff	1,968.72	2,473.31	2,473.31	2,000.00	(473.31)
Insurance Expenses	-	292.69	293.00	293.00	-
Total Governance	1,968.72	4,669.94	6,031.25	5,463.00	(568.25)
Internet Service Provider					
ISP Payment Reimbursement	-	2,568.51	7,433.44	7,689.76	256.33
Total Internet Service Provider	-	2,568.51	7,433.44	7,689.76	256.33
Instructional					
Other Curriculum	73.21	1,864.60	8,212.00	8,212.00	-
Summer School	-	660.00	5,061.00	5,061.00	-
Total Instructional	73.21	2,524.60	13,273.00	13,273.00	-
Professional Services					
Accounting Services/Audit	503.21	1,256.26	1,378.00	1,378.00	-
AERIES	-	1,319.22	1,453.00	1,453.00	-
Legal Services	104.31	804.69	3,132.00	3,132.00	-
Other School Contracted Services	-	433.22	1,888.00	1,888.00	-
Other School Expense	-	(0.33)	152.00	152.00	-
Total Professional Services	607.52	3,813.06	8,003.00	8,003.00	-
Student Related					
Graduation Expense	-	-	5,000.00	5,000.00	-
SPED Related Services	6,966.00	24,767.66	127,131.00	127,131.00	-
Student Activities	0.44	449.08	9,323.00	9,323.00	-
Total Student Related	6,966.44	25,216.74	141,454.00	141,454.00	-
Taxes					
Sales Tax And Use	1,253.24	6,858.39	10,633.53	10,991.01	357.48
Total Taxes	1,253.24	6,858.39	10,633.53	10,991.01	357.48
Total Other Expenses	14,079.01	86,478.60	300,618.06	300,733.23	115.17

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			1,592	1,557	35	0
Forecasted Total Enrollment			2,233	2,204	29	0
Forecasted Funded Enrollment			1,558	1,558	(0)	(0)
Revenue						
State Funding	1,667,597.64	7,183,582.98	14,771,242.15	14,771,242.15	-	0.00%
Federal & Other Program Funding	264,233.00	436,182.00	1,078,608.00	1,078,608.00	-	0.00%
Local Aid	271,405.53	1,194,184.34	2,442,649.79	2,442,649.79	-	0.00%
Other Funding Sources	1,800.00	3,476.00	8,000.00	8,000.00	-	0.00%
Total Revenue	2,205,036.17	8,817,425.32	18,300,499.94	18,300,499.94	-	-
Program Expenses						
Compensation Expense						
Administration Staff	94,689.98	628,997.69	1,096,997.96	1,093,097.07	(3,900.89)	-0.36%
Instructional Staff	528,939.12	2,798,966.00	6,319,119.87	6,311,239.24	(7,880.63)	-0.12%
Total Compensation Expense	623,629.10	3,427,963.69	7,416,117.83	7,404,336.31	(11,781.52)	-0.16%
Fee Based Expenses						
Enrollment/Unit Based Fees	441,035.90	3,028,067.14	5,383,794.43	5,274,831.01	(108,963.42)	-2.07%
Revenue Based Fees	201,408.55	843,598.09	1,438,584.07	1,446,168.20	7,584.12	0.52%
Total Fee Based Expenses	642,444.45	3,871,665.23	6,822,378.50	6,720,999.21	(101,379.30)	-1.51%
Other School Expenses						
Assessment	(1,393.00)	(580.35)	232,564.71	232,564.71	-	0.00%
Authorizer Oversight	20,132.78	130,240.50	230,904.42	230,904.42	-	0.00%
Employee Related	1,187.56	133,534.26	247,504.47	247,504.47	-	0.00%
Facilities	10,153.85	91,511.12	235,797.00	235,797.00	-	0.00%
Governance	13,100.99	30,672.21	32,754.82	32,754.82	-	0.00%
Internet Service Provider	-	25,544.70	77,415.97	77,415.97	-	0.00%
Instructional	705.33	22,523.87	103,364.00	103,364.00	-	0.00%
Professional Services	5,881.73	75,252.69	159,648.00	159,648.00	-	0.00%
Student Related	141,703.80	546,683.13	1,182,100.00	1,182,100.00	-	0.00%
Taxes	10,272.30	64,795.24	106,001.07	103,386.90	(2,614.16)	-2.53%
Total Other School Expenses	201,745.35	1,120,177.37	2,608,054.46	2,605,440.29	(2,614.16)	-0.10%
Total Program Expenses	1,467,818.90	8,419,806.29	16,846,550.79	16,730,775.81	(115,774.98)	-0.69%
Net Increase (Decrease)	737,217.27	397,619.03	1,453,949.15	1,569,724.13	115,774.99	
Beginning fund balance	440,944.72	780,542.96	780,542.96			
Ending fund balance	1,178,161.99	1,178,161.99	2,234,492.11			

California Connections Academy @ Ripon
Balance Sheet
January 31, 2022

ASSETS

Cash and Short Term Investments:

Operating	\$	852,153.88
Holding		2,428,434.35
Petty Cash		195.85

Total Cash and Short Term Investments **3,280,784.08**

Other Current Assets:

Pupil Funding	2,024,415.20
SPED Funding State	52,365.84
Other State Receivables	(128,876.42)
Federal Programs	168,876.00
Due from CalOPS Schools	(14,238.95)
Prepaid Expenses	19,616.45

Total Other Current Assets **2,122,158.12**

Total Current Assets **5,402,942.20**

Total Assets **\$ 5,402,942.20**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	643,206.08
CalOPS Payroll Liability		1,832,708.85
CalOPS Pass Through Expense Liability		540,335.09
Deferred Rent		8,658.00
Deferred Revenue		219,202.75
Accounts Payable		980,669.43

Total Current Liabilities **4,224,780.20**

Total Liabilities **4,224,780.20**

FUND BALANCE

Beginning Fund Balance	780,542.96
Change in Fund Balance	397,619.03

Ending Fund Balance **1,178,161.99**

Total Liabilities and Fund Balance **\$ 5,402,942.20**

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	767,605.15	3,377,462.66	6,908,446.35	6,908,446.35	-
LCFF / General Purpose Block Grant - State EPA	702,496.64	3,090,985.19	6,322,469.70	6,322,469.70	-
Star Testing Reimbursement	3,027.00	3,027.00	-	-	-
Lottery	34,441.07	151,540.73	309,969.68	309,969.68	-
Special Education Pass through funds - State	113,361.33	498,789.84	1,020,251.95	1,020,251.95	-
Special Education Dispute Prevention	1,691.00	1,691.00	16,223.00	16,223.00	-
Special Education Learning Recovery	40,531.00	40,531.00	73,002.00	73,002.00	-
ERMHS	-	-	80,879.47	80,879.47	-
Educator Effectiveness Block Grant	-	-	-	-	-
Mandated Cost Reimbursement	4,444.45	19,555.56	40,000.00	40,000.00	-
Total State Funding	1,667,597.64	7,183,582.98	14,771,242.15	14,771,242.15	-
Federal & Other Programs Funding					
Title I	209,748.00	209,748.00	213,767.00	213,767.00	-
Title II	8,937.00	8,937.00	35,000.00	35,000.00	-
Title IV	6,308.00	9,803.00	15,000.00	15,000.00	-
IDEA	-	-	177,625.00	177,625.00	-
E-Rate	-	-	3,700.00	3,700.00	-
ESSER Funding	39,240.00	207,694.00	633,516.00	633,516.00	-
Total Federal & Other Programs Funding	264,233.00	436,182.00	1,078,608.00	1,078,608.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	271,405.53	1,194,184.34	2,442,649.79	2,442,649.79	-
Total Local Funding	271,405.53	1,194,184.34	2,442,649.79	2,442,649.79	-
Other Funding					
Interest	-	1,676.00	8,000.00	8,000.00	-
Miscellaneous	1,800.00	1,800.00	-	-	-
Total Other Funding	1,800.00	3,476.00	8,000.00	8,000.00	-
Total Revenue	2,205,036.17	8,817,425.32	18,300,499.94	18,300,499.94	-

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	66,306.01	458,056.45	799,424.80	797,515.67	(1,909.13)
Benefits	16,244.97	112,223.83	195,859.08	195,391.34	(467.73)
Pension	7,195.06	39,080.49	72,421.55	71,894.71	(526.84)
Taxes	4,943.94	19,636.93	29,292.53	28,295.35	(997.17)
Total Administrative Compensation	94,689.98	628,997.69	1,096,997.96	1,093,097.07	(3,900.87)
Instructional Compensation					
Salaries	355,435.36	1,930,312.09	4,390,829.02	4,400,395.22	9,566.19
Benefits	87,081.66	478,109.78	1,080,936.42	1,083,280.15	2,343.72
Pension	65,493.54	346,149.64	753,749.60	747,587.56	(6,162.03)
Taxes	20,928.55	44,394.49	93,604.83	79,976.31	(13,628.51)
Total Instructional Compensation	528,939.12	2,798,966.00	6,319,119.87	6,311,239.24	(7,880.63)
Total Compensation	623,629.10	3,427,963.69	7,416,117.83	7,404,336.31	(11,781.52)
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	5,412.50	45,412.50	79,596.00	77,866.50	(1,729.50)
Community Outreach	4,166.67	29,166.67	50,000.00	50,000.00	-
Connexus Annual License (EMS)	64,950.00	544,950.00	955,152.00	934,398.00	(20,754.00)
Curriculum Postage	5,995.00	42,427.00	73,689.00	72,732.00	(957.00)
Direct Course Instruction Support	4,389.00	20,050.25	41,011.88	41,456.00	444.12
Educational Resource Center	13,639.50	114,439.50	200,581.92	196,223.58	(4,358.34)
Enrollment and Records Management	7,266.67	51,426.67	89,320.00	88,160.00	(1,160.00)
Facility Support Services	525.00	3,675.00	6,120.00	6,120.00	-
Hardware/Software - Employees	4,150.00	29,050.00	50,566.50	50,365.30	(201.20)
Human Resources Support	8,645.83	60,520.83	105,346.88	104,927.70	(419.17)
ISP Processing Fee	5,461.64	22,401.77	38,908.33	38,403.03	(505.30)
School Curriculum Supplies	3,041.67	21,291.67	36,884.29	36,841.27	(43.01)
Short-Term Sub Teaching Services	9,510.67	68,177.93	68,177.93	58,667.26	(9,510.66)
Special Populations Consultative Services	33,600.00	130,350.00	336,722.56	325,962.29	(10,760.26)
Student Technology Assistance- Laptops	72,018.75	405,518.75	722,039.24	695,464.39	(26,574.84)
Tangible/Intangible Instr. Materials	182,025.50	1,302,971.10	2,260,550.00	2,233,425.00	(27,125.00)
Technical Support and Repairs	16,237.50	136,237.50	238,788.00	233,599.50	(5,188.50)
Voice Over IP Services	-	-	30,339.90	30,219.18	(120.72)
Total Enrollment/Unit Based Fees	441,035.90	3,028,067.14	5,383,794.43	5,274,831.01	(108,963.42)
Revenue-Based Fees					
Marketing Services	23,695.12	99,246.83	169,245.19	170,137.44	892.25
School Administration	142,170.75	595,481.01	1,015,471.11	1,020,824.61	5,353.50
Treasury Services	35,542.68	148,870.25	253,867.78	255,206.15	1,338.37
Total Revenue Based Fees	201,408.55	843,598.09	1,438,584.07	1,446,168.20	7,584.12
Total Fee-Based Expenses	642,444.45	3,871,665.23	6,822,378.50	6,720,999.21	(101,379.30)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(1,409.32)	(759.32)	114,000.00	114,000.00	-
Student Testing & Assessment Travel	16.32	178.97	82,564.71	82,564.71	-
Student Testing Technology	-	-	36,000.00	36,000.00	-
Total Assessment	(1,393.00)	(580.35)	232,564.71	232,564.71	-
Authorizer Oversight					
District Administrative Fees	833.33	5,833.33	10,000.00	10,000.00	-
District Oversight	14,051.06	86,480.38	156,735.66	156,735.66	-
SELPA Admin Fee	4,696.33	34,062.37	57,544.04	57,544.04	-
STRS Reporting	552.06	3,864.42	6,624.72	6,624.72	-
Total Authorizer Oversight	20,132.78	130,240.50	230,904.42	230,904.42	-
Employee Related					
Staff Recruiting/Background Checks	4.10	1,953.16	7,782.67	7,782.67	-
Staff Training/Prof. Dvlpmnt	229.12	123,515.00	185,286.00	185,286.00	-
Team Building	-	408.18	7,678.50	7,678.50	-
Travel and Conferences - Administration	881.87	5,863.28	30,689.16	30,689.16	-
Travel and Conferences - Teachers	72.47	1,794.64	16,068.14	16,068.14	-
Total Employee Related	1,187.56	133,534.26	247,504.47	247,504.47	-
Facilities					
Copiers/ Reproduction	323.19	1,872.93	4,827.00	4,827.00	-
Equipment/Supplies	-	21.04	9,200.00	9,200.00	-
Expensed Furniture and Equipment	-	20,419.48	51,826.00	51,826.00	-
High-Speed Internet	283.40	2,515.58	11,100.00	11,100.00	-
Maintenance & Repairs	396.54	3,113.93	13,456.00	13,456.00	-
Office Postage	994.88	3,652.93	7,019.00	7,019.00	-
Office Rent	6,537.79	45,764.53	95,789.00	95,789.00	-
Office Supplies	446.92	3,493.78	10,647.00	10,647.00	-
Phone	445.06	3,413.87	8,114.00	8,114.00	-
Rent Operating Expense	704.35	4,926.37	9,738.00	9,738.00	-
Rent Storage Unit	-	1,493.32	4,000.00	4,000.00	-
Utilities	21.72	823.36	10,081.00	10,081.00	-
Total Facilities	10,153.85	91,511.12	235,797.00	235,797.00	-
Governance					
Accreditation	-	1,100.00	1,100.00	1,100.00	-
Banking Fees	216.98	1,666.45	4,000.00	4,000.00	-
Board-Related Expenses	-	-	3,061.00	3,061.00	-
Dues - School	12,800.00	21,328.32	17,200.00	17,200.00	-
Dues - Staff	84.01	4,193.62	5,010.00	5,010.00	-
Insurance Expenses	-	2,383.82	2,383.82	2,383.82	-
Total Governance	13,100.99	30,672.21	32,754.82	32,754.82	-
Internet Service Provider					
ISP Payment Reimbursement	-	25,544.70	77,415.97	77,415.97	-
Total Internet Service Provider	-	25,544.70	77,415.97	77,415.97	-
Instructional					
Other Curriculum	705.33	15,318.87	62,148.00	62,148.00	-
Summer School	-	7,205.00	41,216.00	41,216.00	-
Total Instructional	705.33	22,523.87	103,364.00	103,364.00	-
Professional Services					
Accounting Services/Audit	4,847.85	11,522.40	11,222.00	11,222.00	-
AERIES	-	10,721.93	11,835.00	11,835.00	-
Legal Services	1,033.88	48,901.58	120,868.00	120,868.00	-
Other School Contracted Services	-	4,109.88	14,488.00	14,488.00	-
Other School Expense	-	(3.10)	1,235.00	1,235.00	-
Total Professional Services	5,881.73	75,252.69	159,648.00	159,648.00	-
Student Related					
Graduation Expense	-	1,625.48	9,000.00	9,000.00	-
SPED Related Services	141,407.07	539,397.12	1,149,175.00	1,149,175.00	-
Student Activities	296.73	5,660.53	23,925.00	23,925.00	-
Total Student Related	141,703.80	546,683.13	1,182,100.00	1,182,100.00	-
Taxes					
Sales Tax And Use	10,272.30	64,795.24	106,001.07	103,386.90	(2,614.16)
Total Taxes	10,272.30	64,795.24	106,001.07	103,386.90	(2,614.16)
Total Other Expenses	201,745.35	1,120,177.37	2,608,054.46	2,605,440.29	(2,614.16)

**California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended January 31, 2022**

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,784	4,775	9	0%
Forecasted Total Enrollment			6,462	6,596	(134)	-2%
Forecasted Funded Enrollment			4,717	4,708	9	0%
Revenue						
State Funding	1,812,854.03	7,984,934.31	16,749,231.12	16,717,375.50	31,855.62	0%
Federal & Other Program Funding	120,503.00	858,449.00	3,372,706.00	3,372,706.00	-	0%
Local Aid	3,981,583.90	17,399,169.47	35,589,210.28	35,517,138.28	72,072.00	0%
Other Funding Sources	563.83	4,849.06	24,476.31	24,476.31	-	0%
Total Revenue	5,915,504.76	26,247,401.84	55,735,623.71	55,631,696.09	103,927.62	0%
Program Expenses						
Compensation Expense						
Administration Staff	284,986.76	1,893,083.16	3,323,372.17	3,308,866.55	(14,505.62)	-0.44%
Instructional Staff	1,598,391.68	8,425,390.09	19,003,540.92	19,039,258.57	35,717.64	0.19%
Total Compensation Expense	1,883,378.45	10,318,473.25	22,326,913.09	22,348,125.11	21,212.02	0.09%
Fee Based Expenses						
Enrollment/Unit Based Fees	1,510,443.88	9,329,781.61	16,154,217.17	16,221,725.85	67,508.69	0.42%
Revenue Based Fees	539,032.84	2,553,655.67	4,386,043.95	4,377,695.46	(8,348.49)	-0.19%
Total Fee Based Expenses	2,049,476.72	11,883,437.28	20,540,261.12	20,599,421.31	59,160.20	0.29%
Other School Expenses						
Assessment	129.92	(10,262.11)	787,313.01	787,313.01	-	0.00%
Authorizer Oversight	58,446.16	380,137.83	672,368.67	671,146.90	(1,221.78)	-0.18%
Employee Related	3,588.75	399,566.30	818,169.48	818,169.48	-	0.00%
Facilities	30,805.25	320,430.39	791,001.64	791,001.64	-	0.00%
Governance	41,304.34	85,496.47	100,293.17	95,357.54	(4,935.63)	-5.18%
Internet Service Provider	-	80,348.97	257,561.00	257,561.00	-	0.00%
Instructional	2,131.45	67,010.52	208,837.00	208,837.00	-	0.00%
Professional Services	35,090.33	149,771.89	255,506.28	254,660.00	(846.28)	-0.33%
Student Related	326,378.53	1,533,311.86	3,919,795.00	3,919,795.00	-	0.00%
Taxes	35,387.11	189,515.29	307,878.97	309,241.59	1,362.62	0.44%
Pending Allocation	36,551.26	43,213.04	-	-	-	0.00%
Total Other School Expenses	569,813.10	3,238,540.45	8,118,724.22	8,113,083.15	(5,641.07)	-0.07%
Total Program Expenses	4,502,668.26	25,440,450.98	50,985,898.43	51,060,629.58	74,731.15	0.15%
Net Increase (Decrease)	1,412,836.50	806,950.86	4,749,725.28	4,571,066.52	178,658.76	
Beginning fund balance	3,892,342.53	4,498,228.17	4,498,228.17			
Ending fund balance	5,305,179.03	5,305,179.03	9,247,953.45			

**California Connections Academy Southern California
Balance Sheet
January 31, 2022**

ASSETS

Cash and Short Term Investments:		
Payroll	\$	486,921.63
Operating Account Holding		977,773.86
OCDE Cash Account		8,560,286.21
Petty Cash		249,950.20
		270.00
Total Cash and Short Term Investments		10,275,201.90
Other Current Assets:		
Pupil Funding		4,502,390.20
SPED Funding State		(131,247.51)
Other State Receivables		(222,854.12)
Federal Programs		532,904.00
Due from CalOPS Schools		28,672.14
Prepaid Expenses		51,140.10
Total Other Current Assets		4,761,004.81
Total Current Assets		15,036,206.71
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(7,407.82)
Net Fixed Assets		25,113.68
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		20,287.30
Total Assets	\$	15,081,607.69

LIABILITIES

Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	\$	13,040,726.03
CalOPS Payroll Liability		(5,133,695.81)
CalOPS Pass Through Expense Liability		(1,017,692.23)
Pension Payable		613,974.59
Accrued Expenses		36,883.89
Accrued Credit Card Expenses		43,213.04
Deferred Rent		25,606.00
Deferred Revenue		466,585.70
Accounts Payable		1,700,827.45
Total Current Liabilities		9,776,428.66
Total Liabilities		9,776,428.66

FUND BALANCE

Beginning Fund Balance		4,498,228.17
Change in Fund Balance		806,950.86
Ending Fund Balance		5,305,179.03
Total Liabilities and Fund Balance	\$	15,081,607.69

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,238,859.59	5,413,706.82	11,073,491.23	11,051,066.21	22,425.01
LCFF / General Purpose Block Grant - State EPA	109,710.14	479,423.60	980,639.18	978,653.28	1,985.90
Lottery	104,951.63	458,903.57	938,666.39	936,931.62	1,734.77
Special Education Pass through funds - State	345,443.78	1,510,461.49	3,089,580.33	3,083,870.40	5,709.93
Special Education Dispute Prevention	-	-	47,430.00	47,430.00	-
Special Education Learning Recovery	-	-	213,434.00	213,434.00	-
Prop 39 Clean Energy Funds	-	61,327.72	61,327.72	61,327.72	-
ERMHS	-	-	219,662.27	219,662.27	-
Educator Effectiveness Block Grant	-	-	-	-	-
Mandated Cost Reimbursement	13,888.89	61,111.11	125,000.00	125,000.00	-
Total State Funding	1,812,854.03	7,984,934.31	16,749,231.12	16,717,375.50	31,855.62
Federal & Other Programs Funding					
Title I	-	180,222.00	720,889.00	720,889.00	-
Title II	-	29,483.00	109,000.00	109,000.00	-
Title IV	-	10,736.00	45,000.00	45,000.00	-
IDEA	-	-	541,000.00	541,000.00	-
E-Rate	-	-	10,600.00	10,600.00	-
ESSER Funding	120,503.00	638,008.00	1,946,217.00	1,946,217.00	-
Total Federal & Other Programs Funding	120,503.00	858,449.00	3,372,706.00	3,372,706.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	3,981,583.90	17,399,169.47	35,589,210.28	35,517,138.28	72,071.99
Total Local Funding	3,981,583.90	17,399,169.47	35,589,210.28	35,517,138.28	72,071.99
Other Funding					
Interest	563.83	4,372.75	24,000.00	24,000.00	-
Miscellaneous	-	476.31	476.31	476.31	-
Total Other Funding	563.83	4,849.06	24,476.31	24,476.31	-
Total Revenue	5,915,504.76	26,247,401.84	55,735,623.71	55,631,696.09	103,927.61

California Connections Academy Southern California
Schedule of Fees
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	199,560.02	1,378,604.34	2,406,014.61	2,400,268.72	(5,745.88)
Benefits	48,892.20	337,758.06	589,473.58	588,065.85	(1,407.72)
Pension	21,654.84	117,619.85	217,965.86	216,380.22	(1,585.63)
Taxes	14,879.70	59,100.91	109,918.12	104,151.75	(5,766.36)
Total Administrative Compensation	284,986.76	1,893,083.16	3,323,372.17	3,308,866.55	(14,505.59)
Instructional Compensation					
Salaries	1,074,083.79	5,828,680.36	13,222,595.55	13,293,115.17	70,519.61
Benefits	263,150.52	1,425,299.12	3,236,808.33	3,254,085.67	17,277.33
Pension	197,913.76	1,038,508.96	2,263,357.09	2,251,629.33	(11,727.76)
Taxes	63,243.61	132,901.65	280,779.95	240,428.41	(40,351.54)
Total Instructional Compensation	1,598,391.68	8,425,390.09	19,003,540.92	19,039,258.57	35,717.64
Total Compensation	1,883,378.45	10,318,473.25	22,326,913.09	22,348,125.11	21,212.01
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	16,745.83	139,270.83	239,193.50	238,752.07	(441.42)
Community Outreach	45,833.33	320,833.33	550,000.00	550,000.00	-
Connexus Annual License (EMS)	200,950.00	1,671,250.00	2,870,322.00	2,865,024.89	(5,297.11)
Curriculum Postage	21,769.00	126,973.00	213,246.00	217,668.00	4,422.00
Direct Course Instruction Support	15,466.00	70,477.00	144,157.50	145,617.00	1,459.50
Educational Resource Center	42,199.50	350,962.50	602,767.62	601,655.23	(1,112.39)
Enrollment and Records Management	26,386.67	153,906.67	258,480.00	263,840.00	5,360.00
Facility Support Services	1,525.00	10,675.00	18,423.04	18,423.04	-
Hardware/Software - Employees	13,250.00	88,550.00	151,953.61	152,195.71	242.10
Human Resources Support	27,604.17	184,479.17	316,570.02	317,074.40	504.37
ISP Processing Fee	10,614.59	61,941.60	104,028.41	106,185.61	2,157.19
Special Populations Consultative Services	90,300.00	354,450.00	920,228.65	890,974.00	(29,254.64)
School Curriculum Supplies	9,500.00	64,750.00	110,838.21	111,328.31	490.10
Short-Term Sub Teaching Services	28,739.69	204,413.77	204,413.77	175,674.08	(28,739.68)
Student Technology Assistance- Laptops	248,447.92	1,211,860.42	2,096,692.18	2,077,839.87	(18,852.30)
Tangible/Intangible Instr. Materials	660,874.68	3,897,175.82	6,544,150.00	6,681,900.00	137,750.00
Technical Support and Repairs	50,237.50	417,812.50	717,580.50	716,256.22	(1,324.27)
Voice Over IP Services	-	-	91,172.17	91,317.43	145.26
Total Enrollment/Unit Based Fees	1,510,443.88	9,329,781.61	16,154,217.17	16,221,725.85	67,508.69
Revenue-Based Fees					
Marketing Services	63,415.63	300,430.08	516,005.17	515,023.00	(982.17)
School Administration	380,493.77	1,802,580.47	3,096,031.03	3,090,137.97	(5,893.06)
Treasury Services	95,123.44	450,645.12	774,007.76	772,534.49	(1,473.26)
Total Revenue Based Fees	539,032.84	2,553,655.67	4,386,043.95	4,377,695.46	(8,348.49)
Total Fee-Based Expenses	2,049,476.72	11,883,437.28	20,540,261.12	20,599,421.31	59,160.19

California Connections Academy Southern California
Schedule of Other Expenses
For the Period Ended January 31, 2022

	January-22 Actual	YTD Actual	Annual Forecast	Revised Budget 1/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	80.61	(10,797.65)	299,000.00	299,000.00	-
Student Testing & Assessment Travel	49.31	535.54	248,513.01	248,513.01	-
Student Testing Technology	-	-	239,800.00	239,800.00	-
Total Assessment	129.92	(10,262.11)	787,313.01	787,313.01	-
Authorizer Oversight					
District Oversight	42,301.29	264,926.94	476,433.41	475,468.58	(964.83)
SELPA Admin Fee	14,416.49	103,312.79	175,395.27	175,138.32	(256.95)
STRS Reporting	1,728.38	11,898.10	20,540.00	20,540.00	-
Total Authorizer Oversight	58,446.16	380,137.83	672,368.67	671,146.90	(1,221.78)
Employee Related					
Staff Recruiting/Background Checks	12.40	5,875.97	24,711.00	24,711.00	-
Staff Training/Prof. Dvlpmnt	692.39	369,507.34	629,272.00	629,272.00	-
Team Building	-	1,228.26	23,115.00	23,115.00	-
Travel and Conferences - Administration	2,664.95	17,564.99	92,598.60	92,598.60	-
Travel and Conferences - Teachers	219.01	5,389.74	48,472.88	48,472.88	-
Total Employee Related	3,588.75	399,566.30	818,169.48	818,169.48	-
Facilities					
Copiers/ Reproduction	976.65	5,621.40	15,121.00	15,121.00	-
Depreciation	180.68	1,264.76	2,167.44	2,167.44	-
Equipment/Supplies	-	63.14	117,000.00	117,000.00	-
Expensed Furniture and Equipment	-	105,369.60	154,665.22	154,665.22	-
High-Speed Internet	890.33	7,589.04	33,318.00	33,318.00	-
Maintenance & Repairs	1,193.77	9,373.67	40,497.00	40,497.00	-
Office Postage	3,006.40	10,961.04	21,698.00	21,698.00	-
Office Rent	19,676.66	137,736.62	288,294.98	288,294.98	-
Office Supplies	1,350.55	10,401.43	32,264.00	32,264.00	-
Phone	1,344.93	10,249.00	24,393.00	24,393.00	-
Rent Operating Expense	2,119.88	14,826.88	29,270.00	29,270.00	-
Rent Storage Unit	-	4,495.25	12,000.00	12,000.00	-
Utilities	65.40	2,478.56	20,313.00	20,313.00	-
Total Facilities	30,805.25	320,430.39	791,001.64	791,001.64	-
Governance					
Accreditation	-	1,100.00	1,100.00	1,100.00	-
Banking Fees	660.47	4,417.30	10,000.00	10,000.00	-
Board-Related Expenses	-	-	9,214.00	9,214.00	-
Dues - School	-	19,792.17	19,792.17	17,369.00	(2,423.17)
Dues - Staff	40,643.87	53,012.46	53,012.46	50,500.00	(2,512.46)
Insurance Expenses	-	7,174.54	7,174.54	7,174.54	-
Total Governance	41,304.34	85,496.47	100,293.17	95,357.54	(4,935.63)
Internet Service Provider					
ISP Payment Reimbursement	-	80,348.97	257,561.00	257,561.00	-
Total Internet Service Provider	-	80,348.97	257,561.00	257,561.00	-
Instructional					
Other Curriculum	2,131.45	46,110.52	187,937.00	187,937.00	-
Summer School	-	20,900.00	20,900.00	20,900.00	-
Total Instructional	2,131.45	67,010.52	208,837.00	208,837.00	-
Professional Services					
Accounting Services/Audit	14,649.86	34,630.28	34,630.28	33,784.00	(846.28)
AERIES	-	32,276.15	38,036.00	38,036.00	-
Legal Services	21,269.17	71,315.43	135,354.00	135,354.00	-
Other School Contracted Services	-	12,234.00	43,773.00	43,773.00	-
Other School Expense	(828.70)	(683.97)	3,713.00	3,713.00	-
Total Professional Services	35,090.33	149,771.89	255,506.28	254,660.00	(846.28)
Student Related					
Graduation Expense	-	5,249.92	50,000.00	50,000.00	-
SPED Related Services	333,390.76	1,507,344.94	3,779,795.00	3,779,795.00	-
Student Activities	(7,012.23)	20,717.00	90,000.00	90,000.00	-
Total Student Related	326,378.53	1,533,311.86	3,919,795.00	3,919,795.00	-
Taxes					
Sales Tax And Use	35,387.11	189,515.29	307,878.97	309,241.59	1,362.62
Total Taxes	35,387.11	189,515.29	307,878.97	309,241.59	1,362.62
Pending Allocation					
Expenses Pending Allocation	36,551.26	43,213.04	-	-	-
Total Pending Allocation	36,551.26	43,213.04	-	-	-
Total Other Expenses	569,813.10	3,238,540.45	8,118,724.22	8,113,083.15	(5,641.07)

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for February, 2022

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: February 21, 2022

BACKGROUND

Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.

These written updates will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department.

BUDGET TRAILER BILL UPDATE:

We continue to work to implement all the provisions of AB 130, AB 167 and AB 104. Below is an updated summary of some of the key elements of aspects that are active at this point in the school year:

- ✓ The counseling staff continues to review students for eligibility under the reduced graduation requirements. Procedures were adopted that are similar to those used for

other special populations and any diplomas issued under this law are being ratified by the board. We determined that under this law, students who were Juniors during the 2020-21 school year, and have continued with us as Seniors, but who are NOT on track to graduate this spring, even with the reduced state requirements, are allowed to continue into their fifth year in order to be given the best chance of graduating. The Board will continue to receive a list of any student who we recommend for graduation under the reduced requirements. The graduation dates will be set for the date the student completed requirements, but diplomas won't be issued until after board ratification. *UPDATE: Students enrolling for second semester are evaluated to determine if they may be eligible for the reduced graduation requirements. Some students who are very credit deficient may be enrolled directly into our Project Success credit recovery program.*

- ✓ We continue to implement the new requirements not only to offer synchronous instruction and live interaction, but also to notify parents if the student is not attending a certain percentage of the time. *UPDATE: We sent out the fourth notice on February 4. We expect that with the increase in new enrollments for second semester, we will see an increase in questions when the new families receive their first notice in early March.*
- ✓ Amended Master Agreements are presented to any families who enrolls or transfers schools so that they can sign the amended version electronically. This year they have 30 days from the day of enrollment to complete the signatures. *UPDATE: Students enrolling for second semester have 30 days from their enrollment date to complete the revised, updated digital Master Agreement. Staff will be following up to collect the digital signatures over the first two months of the second semester.*

FUNDING, BUDGET and FISCAL REPORTING UPDATE:

See the companion Fiscal Report for information on some of the various compliance reports due in February. The mid-year Consolidated Applications have been prepared and final certification will be done this week. We plan to again transfer some of the Title IV funds to Title I. Final federal reports for the CSI funds are due in February and should be the last of the reporting on these funds which were allocated several years ago. The budgets for all Title funds will be included for review at the next board meeting.

Funding Determination is due for CalCA SoCal and would normally have been submitted in January, but due to the extension provided, it will be due prior to June 30 and an automatic two

year extension will be provided. CalCA SoCal will use 2020-21 fiscal information. The other four schools are all due next year and will use 2021-22 fiscal information.

COMPLIANCE AND REPORTING:

“School Reopening Status” reports:

This reporting has not changed, and is continuing every other week for all 6 schools, per the requirements of the California Department of Public Health, in coordination with the CDE. We report on current enrollment in our independent study program, plus responding to questions regarding supportive measures being taken for students. This bi-weekly reporting is expected to continue throughout the school year.

Audit and tax update:

The audit engagement for the 2021-22 fiscal year is ready for board review at the February board meeting and will be discussed.

Now that the audits have been submitted, we will be focusing on completing the corporation’s annual tax return, the federal Form 990 and state form 199. The auditors have all the information needed to complete the returns.

SARCs

The annual SARC reports, approved by the board last month, have been uploaded to the “public notices” portion of the school website prior to the Feb. 1 deadline.

OTHER COMPLIANCE ITEMS:

The budgets for the 2021-22 Mental Health Plan were re-submitted to El Dorado to respond to some questions. Some of our service providers have rates that are above the average, which triggers an automatic check by the SELPA to prevent errors. These funds allow us to be reimbursed for some of the Special Education mental health services we must provide to students. In addition, our budget request for reimbursement for a student who is in a residential treatment center is still under review. Work is continuing on the multiple due process filings or potential filings, and a CalCA Admin team meets weekly with the school’s legal

counsel for Special Education, Young, Minney & Corr (YTC) as well as with Special Education legal counsel for PVS.

The Civil Rights Data Collection is underway, and is due in March. This takes place every other year. This year all six CalCA schools must report. The reporting consists of a lot of data on student demographics and how it related to student achievement.

POLICY ITEMS:

The School Handbooks (General portion as well as State Specific Supplement) are still being revised for the 2021-22 school year. These are now anticipated to be ready for the April board meeting and will then become available for applicant families. In addition, work has started again with our legal counsel at Procopio on the Employee Handbook and we expect to be able to bring an update to a board meeting prior to June.

The annual Form 700s are now available and the due date is April 1. We are currently also continuing to work with the FPPC on updates to the Conflict of Interest Policy. Notices should have gone out to Board members via email. Electronic filing can be done at any time. Contact me if you have any difficulties accessing the system. Designated staff members will need to file paper forms. Changes have been submitted for the Executive Director position to the FPPC.

SCHOOL OPERATIONS:

ENROLLMENT UPDATE:

Enrollment is now CLOSED for the 2021-22 school year, applications were accepted up until February 18, and the final decision are being made on releasing students from the wait list. The last day to accept a space for the 2021-22 school year is February 25. We are currently just below 8000 students overall, but with enrollment closing, expect that number will gradually decline over the coming months. However, each school has enrollment HIGHER than the estimate in the January budget revisions, so the schools should be in good shape financially. As a reminder, student who enroll this late in the year do not generate a full amount of funding as they can only generate partial ADA since the P2 reporting period cuts off at the end of March.

The Pearson/Connections/PVS enrollment department has experienced further delays in launching their FES system to begin accepting applications for the 2022-23 school year. The system may still open by March 1 but could be delayed beyond that. Once we know the date

the system will open, we will determine the cut off for the lottery window, which will be approximately four weeks later.

As mentioned last month, we will also schedule in additional time between the closing of the lottery application window and the actual lottery itself since we need to do a significant amount of verification for applicants, including verification of any potential preferences for the lottery. We will report back to the board on all of the relevant lottery dates at the March board meeting.

COVID 19 UPDATE:

We continue to implement our COVID protocols for staff, which mostly apply to the two offices and any in-person events. While the state mask mandate was lifted this month for vaccinated persons, the public school COVID requirements are still in place. We undertook a wide scale project to get clearance for all CalCA staff for the mid-year festivals, taking place this week, plus the February PSAT administration which is also in person this week in Ripon and San Juan Capistrano. We currently still have approximately 25% of the staff who are not recorded as fully vaccinated, or about 100 staff members.

Currently, any staff member who has not submitted proof of vaccination, or who has submitted any type of vaccine exemption, and who are attending in person events or activity, must submit a negative COVID test within a week of any in person event they are scheduled to attend. In addition, all staff members complete a “symptom screening” process the morning of the event. We are still planning to do in-person state testing, starting with physical fitness testing in March, and so we continue to research options for widespread staff testing for these ‘all hands on deck’ type of events. We also have thousands of high quality N95 masks on hand, and have also purchased some COVID rapid tests to use as needed. We continue to await any further guidance from the state regarding mandated vaccines for school employees.

CalOSHA updated its COVID guidance in late December so the updated COVID Safety Plan is presented for board approval this month. It also includes the updated state mask guidance but is written to be somewhat general to allow for changing circumstances.

Other Operations:

We have a large group planning to attend the annual CCSA conference in Long Beach in mid-March. Board members are invited to attend as well.

We continue to receive a high number of records subpoenas and other legal records requests, as well as some public records requests. These are all very time sensitive and labor intensive to respond to.

CHARTER RENEWAL, OVERSIGHT and AUTHORIZER RELATIONSHIPS:

Final signed versions of each of the charter amendments, including the extension of charter terms and the CalCA NorCal name change were completed. Each authorizer has been made aware of the recent leadership change and we will be requesting changes in the CDE School Directory for the contact information for the Executive Director. There is a lot of very important correspondence that comes only to that position, so we will do our best to expedite these changes. We will also start the process for the CalCA NorCal name change with CDE at the same time.



To: California Online Public Schools Board of Directors
From: Joan Roberts
Re: California Connections Academy Employee Handbook

Attached for your awareness is an update regarding the Extended Illness section of your Employee Handbook. A summary of the update is provided below.

Extended Illness

For absences due to illness which extend beyond ~~five~~three (53) consecutive working days, please contact Human Resources. (In such case, staff must still notify their manager of their absence, as described in the above "Procedures" section). ~~After five (5) consecutive working days, the~~time off ~~for illness~~ may transition to short-term disability. Sick days will not be reinstated and will be considered exhausted, unless required by state law.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised Handbook.



**California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING**

GOVERNING BOARD for:

**CalCA Central Coast
CalCA Central Valley
CalCA Monterey Bay
CalCA North Bay
CalCA Ripon
CalCA Southern California**

Tuesday, January 25, 2022 at 3:30 p.m. PT

Telephone Conference Call Locations:

CalCA Ripon: 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
2142 E. Yosemite, Merced, CA 95340
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536

I. Call to Order

Ms. Pavlich called the meeting to order at 3:33 p.m. when all participants were present and able to hear each other. The meeting was open to the public and held via teleconference due to state precautions regarding public health and safety during the COVID-19 pandemic.

II. Roll Call

Board Members Present at Roll Call: Elaine Pavlich (in person at the SoCal Office); Diana Rivas, Paul Hedrick, and Brooke Watkins (all via phone);

Board Members Joined During Meeting: Adam Pulsipher (via phone),

Board Members Absent: Mike Henjum;

Guests Present: Franci Sassin (in person at the SoCal Office); Richard Savage, Executive Director; Richie Romero, Marcus White, Kara Mannix, Heather Tamayo, LaChelle Carter, and Julie Columbero, School staff; Alfonso Gamino, Cuyama Joint Unified School District Superintendent; two (2) unknown Members of the Public; Melissa Brown, Laura Johnson, Donna Kozub, and Laura Coleman, Pearson Virtual Schools staff (all via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by January 21, 2022 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the January 25, 2022 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously via a roll call vote.

V. Oral Reports

a. Executive Director's Report

i. State Testing Preparations

Dr. Savage provided the Board with an update on the preparations for state testing, including how the testing will meet Covid precaution guidelines.

ii. Enrollment Opening Update

Dr. Savage provided the Board with an update on opening enrollment for both the current school year's second semester and enrollment for the 2022-2023 school year.

iii. Enrollment Closing Update

Dr. Savage updated the Board on enrollment closing timing.

iv. WASC Update

Dr. Savage reviewed with the Board the preparations for the upcoming Western Association of Schools and Colleges (WASC) visit.

b. Principals' Reports

i. Elementary School

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by the Elementary School Principal, Mr. White. There were no questions from the Board at this time.

ii. Middle School

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by the Middle School Principal, Ms. Tamayo. There were no questions from the Board at this time.

iii. High School

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by the High School Principal, Ms. Mannix. There were no questions from the Board at this time.

c. CalCA Financial Report

Ms. Carter reviewed the financial report with the Board, as included within the Board meeting materials.

i. Consolidated Financial Report

Ms. Carter provided the Board with an update on all the CalCA schools' financials. She specifically detailed the revenue and expenses through December 2021. Ms. Pavlich asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

ii. CalCA Central Coast Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Coast financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

iii. CalCA Central Valley Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Valley financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

iv. CalCA Monterey Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Monterey Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

v. CalCA North Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA North Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

vi. CalCA Ripon Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Ripon financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

vii. CalCA Southern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Southern California financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

[Mr. Pulsipher joined the meeting at 3:49 p.m.]

[Ms. Columbero left the meeting at 3:49 p.m.]

viii. Special Education Service Contracts Update

Ms. Carter provided the Board with an update on the contracts for Special Education service providers, as detailed within her written report and within Consent Items for the Board's consideration.

ix. 1099 Update

Ms. Carter provided the Board with an update on the annual review and filing process for the Form 1099, as detailed within her written report.

x. Revised Budget Updates

Ms. Carter advised this item will be reviewed later in the meeting with the corresponding Action Item.

d. Policy and Compliance Report

Dr. Sassin reviewed with the Board the Policy and Compliance items, as included in the Board meeting materials.

i. P1 Attendance Reporting Update

Dr. Sassin provided the Board with an update on the P1 attendance reporting submission, including the enrollment reported for each school and expectations for the P2 attendance reporting based on historical trends.

ii. Form 700 Reminders

Dr. Sassin provided the Board with a reminder on their annual filing process for the Statement of Economic Interest, also known as the Form 700.

iii. Lottery Policy Updates

Dr. Sassin advised this item will be reviewed later in the meeting with the corresponding Action Item.

Additionally, Dr. Sassin provided the Board with an update on the Northern California office remodel and reminded the Board of the upcoming California Charter Schools Conference.

VI. Consent Items

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the December 7, 2021 Board Meeting;
- b. Approval of Minutes from the December 17, 2021 Special Board Meeting;
- c. Approval of Staffing Report;
- d. Approval of Pearson Invoice(s) (# 91000006756, # 91000006916; # 91000006768, # 91000006923, # 91000006754, # 91000006914, # 91000006752, # 91000006915, # 91000006759, # 91000006922, # 91000006770, # 91000006924)
- e. Ratification of Special Education Service Contracts/Addenda;
- f. Approval of School Accountability Report Cards (SARC);
- g. Approval of 2022-2023 Master Agreement;
- h. Ratification of Revision(s) to the Charter Amendments for North Bay and Ripon;
- i. Approval of Contract for Remodel of NorCal Office; and
- j. Approval of Granting High School Diplomas to Students who meet the Requirements of AB 104; are hereby approved.

The motion passed unanimously via a roll call vote.

VII. Action Items

- a. Approval of Outreach Recruitment Targets and Board Resolution Regarding Enrollment Limits for the 2022-2023 School Year

Dr. Savage reviewed with the Board the proposed school enrollment limits and Board resolution for the 2022-2023 school year, as included in the Board meeting materials. He proposed 8,800 students as an overall CalCA school enrollment limit with the following imposed for each school: 5,350 students for CalCA SoCal, 1,875 students for CalCA NorCal, 700 students for CalCA Central Valley, 575 students for CalCA Monterey Bay, 180 students for CalCA North Bay, and 120 students for CalCA Central Coast. The Board discussed the proposed targets and growth percentage from the current school year with Dr. Savage. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the outreach recruitment targets and Board resolution regarding enrollment limits for the 2022-2023 School Year, as discussed, are hereby approved.

The motion passed unanimously via a roll call vote.

b. Ratification of Memorandum of Understanding (MOU) for Monterey Bay

Dr. Sassin reviewed the Memorandum of Understanding (MOU) for Monterey Bay with the Scotts Valley Unified School District. She specifically highlighted changes to the Administrative Support Services and Student Enrollment Information sections. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Memorandum of Understanding (MOU) for Monterey Bay, as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

c. Approval of Revised Budgets

Dr. Sassin introduced the proposed revised budgets to the Board, as included in the Board meeting materials. She specifically noted that with the revisions, the school will allow two (2) laptops per family with multiple CalCA students when requested. Ms. Carter reviewed the additional proposed budget revisions with the Board, including increases to the professional development expenditures.

[Ms. Mannix left the meeting at 4:14 p.m.]

There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the revised budgets, as presented, are hereby approved.

The motion passed unanimously via a roll call vote.

d. Approval of Revision(s) to the Lottery Policy

Dr. Sassin reviewed with the Board the proposed revisions to the Lottery Policies and Procedures, as included in the Board meeting materials. She discussed the need to allow more time for the lottery to be held as well as sibling preferences. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Revision(s) to the Lottery Policy, as presented, are hereby approved.

The motion passed unanimously via a roll call vote.

VIII. Information Items

a. Board Recruitment Update

Dr. Savage discussed with the Board the current Board composition and preferred background, geographical residency, and credentials for future Board member candidates. Dr. Sassin encouraged the Board to advise if they know of any eligible potential Board member candidates.

b. State Accountability Update

i. Elementary and Secondary School Emergency Relief (ESSER) III Plans

Dr. Romero updated the Board on the submitted Elementary and Secondary Emergency Relief (ESSER) III plans and discussed minor changes from some county offices.

ii. Local Control & Accountability Plan (LCAP) Supplement Update

Dr. Romero advised the Board on the preparation and expected timeline of a Local Control & Accountability Plan (LCAP) Supplemental progress report for their consideration at a future Board meeting.

[Ms. Kozub left the meeting at 4:26 p.m.]

c. Legislative Update

Dr. Sassin updated the Board on legislative activities in the state, as well as recent meetings with authorizing districts.

i. Implementation Update on AB 104, AB 130, and AB 167

Dr. Sassin provided the Board with an update on new legislation implementation efforts.

d. School Success Partner (SSP) Update

Ms. Johnson presented to the Board on behalf of the School Success Partner (SSP) team. She reviewed the recent positive school visit, and Pearson's continued efforts to assist with school initiatives. She further directed the Board to the State Policy Support Information, as included in the Board meeting materials.

e. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team. She provided the Board with an update on the timing of the Winter Leadership Retreat for

School Leaders, as well as the areas of focus. Ms. Brown further reviewed efforts to prepare for the upcoming school year.

f. Sponsoring District(s) Update

i. Update on Charter Admissions Terms Amendments

Mr. Gamino thanked the CalOPS leadership team for continuing to attend authorizing district Board Meetings. Dr. Sassin further provided the Board with an update on the Charter Amendment extensions.

IX. CLOSED SESSION - Brown Act; Cal. Gov't Code §54957(b) – to consider appointment, employment, evaluation of performance, discipline of an employee, Title: Executive Director of California Connections Academies

The Board entered into closed session at 4:42 p.m. upon a motion being made, seconded and confirmed via a roll call vote of all Board members present pursuant to Brown Act § 54957(b) to consider appointment, employment, evaluation of performance, discipline or dismissal of an employee; Title: Executive Director of California Connections Academies. Board members in attendance were: Elaine Pavlich, Diana Rivas, Adam Pulsipher, Paul Hedrick, and Brooke Watkins. Guests invited by the Board to attend were: Richard Savage, Melissa Brown, and Laura Coleman. All closed session participants either used headsets or were alone in a room for privacy purposes. All others left the meeting at this time.

The Board ended closed session and entered into open session at 5:02 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. No action was taken during closed session.

X. Adjournment and Confirmation of the Next Meeting - Tuesday, February 22, 2022 at 3:30 p.m.

There being no further business to discuss, the meeting was adjourned at 5:04 p.m. The next meeting is scheduled for Tuesday, February 22, 2022 at 3:30 p.m. PT.

CalCA Staffing Report

New Hires

Employee Name (Last Suffix, First MI)	Job Title	Hourly Rate or Annual Salary	Bonus Potential	Last Hire Date
Banks, Christina M.	Teacher—Elementary	\$57,740.00	0.00	1/31/2022
Bishop, Jaime	Teacher—Special Ed	\$55,240.00	0.00	2/3/2022
Faulk, Maria C.	Teacher—Secondary	\$57,740.00	0.00	2/7/2022
Gamiz, Grecia A.	Teacher—Secondary	\$52,240.00	0.00	2/7/2022
Ha, Natalie T.	Teacher—Secondary	\$54,240.00	0.00	1/24/2022

Departing Employees

Employee Name (Last Suffix, First MI)	Job Title	Termination Date	Termination Reason
Baker, Leslie T.	Teacher—Secondary	2/3/2022	Career Change
Cook, Theresa L.	Teacher—Secondary	2/7/2022	No Reason Given
Jury, Deanna C.	Teacher—Secondary	2/8/2022	Personal Reasons

Promotions/Position Changes

Employee Name (Last Suffix, First MI)	Old Value Description	New Value Description	Hourly Rate or Annual Salary	Bonus Potential	Date In Job
Fox, Amanda	School Psychologist	School Psychologist	\$90,000.00	0.00	2/1/2022

CHRISTINA M. BANKS

OBJECTIVE

Looking for a part-time or full-time position as a Virtual Tutor/Teacher

Highlights

Graduate coursework in reading instruction
Familiarity with Google Classroom and Zoom
10 years of experience teaching lower elementary in both the USA and South Korea
Experience teaching diverse learners
Responsive Classroom Certified
Singapore Math Training

Experience

The Curtis School

Teacher 2nd Grade, Los Angeles, CA

2019-2021

- Taught Writing, Social Studies and Handwriting to students ages 6-8.
- Created and taught engaging lessons that reached students of various learning styles
- Administered assessments to track student progress in reading and writing
- Input student grades and wrote and submitted student progress narratives for report cards
- Prepared and submitted student attendance rosters, tracking and assessments

Yavneh Hebrew Academy

1st Grade Teacher Los Angeles, CA

2017 –2019

- Served as lead teacher for 1st Grade in a self-contained classroom of 26 students
- Organized and created literacy centers that were engaging and fun for students
- Input attendance records and student grades
- Communicated with parents and administrators in order to resolve students' behavioral issues and/or academic problems
- Coordinated with other staff to evaluate and enhance curricular programs for student academic excellence
- Attended staff development workshops

Direct Education Solutions

Substitute Teacher- K-12, Los Angeles, CA

2016-2017

- Implemented teacher's lesson plans
- Taught students in grades K-12 throughout Los Angeles County
- Effectively communicated with school staff
- Fostered a safe, positive and supportive learning environment
- Integrated technology into classroom instruction

CROMA Christian International School

1st Grade Teacher, Seoul, South Korea

2015-2016

- Served as lead teacher for 1st Grade in a self-contained classroom.
- Differentiated instruction to ensure the best teaching practices for each student.
- Maintained attendance records and grades using Engrade
- Developed and implemented lesson plans
- Created and administered tests and evaluations

- Communicated with parents and administrators in order to resolve students' behavioral and academic problems

Citizens of the World Charter Schools- Silverlake

Elementary School Substitute Teacher/Teaching Assistant, Los Angeles, CA

2013-2014

- Assisted in the educational and social development of pupils under the lead teacher
Assisted with classroom and behavior management and lesson planning
Tutored and assisted children in learning classroom material using the Teacher's lesson plans
Served as Substitute in the Lead Teacher's absence
Taught readers and writer's workshop

LASC American Language and Culture

English Language Instructor, Irvine, CA

2011-2013

- Taught reading comprehension and grammar to adults learning English as a foreign language
Provided students with feedback on oral and written communication
Monitored English conversation and discussion activities
Created individualized lesson plans for private tutoring sessions

Seomeon Elementary School (CEPIK 6-month Teaching Internship Program)

K- 5th Grade English Language Teacher, Seochon, South Korea

2010

- Taught English Conversation, English Grammar and Creative Writing to Korean elementary school students
Integrated technology into classroom learning and instruction
Organized interactive games for Summer Camp events

Avalon English School

3rd- 6th Grade English Language Teacher, Yongin, South Korea

2008-2009

- Taught English to Korean students ages 7-12.
Monitored and maintained student academic records
Input student report card comments

EDUCATION

- Bachelor of Arts in History, **University of California, Los Angeles**
M.A. in Education with a concentration in teaching Literacy and Language Arts, **Loyola Marymount University**
- **California Multiple Subjects Teaching Credential**
- **Responsive Classroom Elementary Certification**

Jaime Bishop

Experience and Accomplishments

August 2018 - Current Martinez Unified School District

Special Day Class Teacher (Mild Moderate) Las Juntas Elementary (2019-Current)

- Prepare IEPs and facilitate IEP meetings
- Assess students for triennials and IEPs
- Implement IEP for students in the classroom environment
- Maintain records for students and collect data as it pertains to IEPs
- Collaborate with general education teachers for students that advance into their classroom
- Create engaging lessons based on content standards
- Modify curriculum for student accessibility
- Train and direct Paraprofessionals in classroom tasks
- Create lesson plans and instructions for substitute teachers
- Create a positive learning environment for students
- Instructing via Zoom from March 2020 to present
- Host IEP meetings via Zoom
- Utilize Seesaw to implement asynchronous lessons to compliment synchronous lessons

Resource Teacher Las Juntas Elementary & Vicente Martinez (2018-2019)

- Prepare IEPs and facilitate IEP meetings
- Assess students for triennials and students referred to special education
- Assist high school students with transition planning
- Instruct 3rd and 4th grade students in reading and math
- Create engaging lesson plans
- Collaborate with general education teacher on providing accommodations to help create an environment in the general education classroom that meets the students needs
- Collaborate with IEP team on creating a learning plan that helps the student achieve academic success
- Work with the IEP team to assist students in achieving their IEP goals to bridge the gap of current levels of performance and general education content standards
- Manage classroom environment so it is a safe, engaging place to learn

October 2017 - June 2018: Mount Diablo Unified School District

Substitute Teacher

- Worked in K-12 classrooms implementing lesson plans provided by classroom teacher
- Worked in general education and mild/moderate special education classrooms
- Managed classroom environments and created a positive learning environment for students

March 2016 - May 2018: Greenline Architectural Services

Account Manager

Responsible for the sales cycle from the initial client estimate request, order placement and delivery.

March 2006 - February 2015: Regus Executive Office Space

Coaching General Manager

Responsible for growth and training of team members including reception service, customer service, information technology and administrative space.

July 2004 - March 2006: DENTSPLY International**Alliance Account Executive**

Worked with territory managers from all divisions of DENTSPLY and called on large dental accounts in a defined territory from Bakersfield to Irvine to sell products of small dental equipment.

October 2001 - July 2004: Gillette Oral-B**Account Manager**

Responsible for obtaining and retaining clients while expanding their product portfolio. Managed and trained a part time representative on qualifying leads, lead generation, presentation skills and products.

Education

- Mild/Moderate Special Education Credential St. Mary's College May 2019
- Bachelor of Science Degree in Business Administration emphasis in Marketing, California State University of San Diego State 1999

Credential

- Education Specialist Instruction License Number 190152825

Volunteer

- 2016-2017 Parent Volunteer in Second Grade Classroom Sequoia Elementary
- 2015-2016 Parent Volunteer in First Grade Classroom Gregory Gardens Elementary
- 2015 Parent Volunteer in Kindergarten Classroom Gregory Gardens Elementary



MARIA (MIA) FAULK

Summary

Passionate Educational Consultant devoted to introducing students and instructors to effective educational opportunities. Outstanding demonstration and presentation skills to speak to large groups comfortably. Diligent Instructional Designer bringing 26 years of curriculum and training contributions to further my district's development and mission. Industrious and meticulous with a drive for optimizing workplace efficiency. Background includes optimizing courses and improving classroom instruction with a proactive and positive mentality. Well-versed in different approaches, instructional techniques and curriculum choices. Astute educator with proven background meeting and exceeding operational objectives across 26-year career. Maintain currency on trends in field to keep systems modernized and streamlined. People-person with excellent organizational skills.

Skills

-
- School curriculum evaluation
 - Implementation strategies
 - Strong presentation skills
 - Interpersonal and written communication
 - Team member development
 - Curriculum implementation
 - Education plans
 - Industry trends
 - Implementation guidance
 - Document management

Experience

Talbot Consulting | New York, New York
Senior Educational Consultant
10/2020 - Current

- Compiled and submitted reports to leadership on programs, performance and education initiatives.
- Advised teaching staff and administration about curriculum development and use of material and equipment.
- Developed instructional material used by instructors and educators.
- Investigated and documented performance of educators and support team members and identified areas requiring improvement.
- Developed new services and offerings for both public and private school customers.
- Coached students on making decisions on colleges and career choices.
- Assessed potential success of current and proposed programs and maintained compliance with various board regulations.
- Discussed various issue with members of educational committees, including administrators and board members.
- Utilized knowledge of industry best practices to improve upon existing training methods.
- Worked with school administrators to determine course needs and set frameworks.
- Developed and improved curricula, course formats and lesson presentations for diverse topics.
- Evaluated course performance to determine areas in need of improvement.
- Demonstrated knowledge of varied learning modalities.

- Implemented employee training programs to improve performance and productivity.
- Improved student learning by defining and articulating learning outcomes, including performance metrics and measurements.
- Defined and articulated learning outcomes, including measurements, performance metrics and changes to improve student learning.
- Offered subject matter expertise on curriculum design, selection and purchasing.
- Built and updated evaluation and survey tools to monitor and improve effectiveness of courses.
- Developed, deployed and maintained robust training programs accomplishing department and facility goals.
- Instructed adult learners on topics such as presentation development, team leadership and business writing.
- Met with vendors to check available curriculum plans and related materials supporting course objectives.
- Negotiated contracts, prices and deliveries with vendors.

Poway Unified School District | San Diego, CA

Teacher Librarian

01/2014 - 06/2021

- Built and strengthened positive relationships with students, parents and teaching staff.
- Differentiated instruction according to student ability and skill level.
- Helped students build learning and study skills to achieve educational goals.
- Engaged students and boosted understanding of material using focused instructional strategies and hands-on activities.
- Assisted fellow teachers with assignment development, special projects, tests, administrative updates and grading.
- Created and enforced child-based, hands-on curriculum to promote student interest and receptive learning.
- Developed interesting course plans with multimedia learning tools to meet academic, intellectual and social needs of students.
- Attended and participated in department staff meetings to brainstorm ideas on equity and collaborative issues.
- Encouraged student critical thinking and discussion using variety of teaching techniques.
- Established course websites to make updated handouts and other resources available to students at all times.
- Established and maintained safe environment for children.
- Maintained safe, clean, and organized classroom environment.
- Instructed students individually and in groups, utilizing various teaching methods.
- Established positive relationships with students, parents, fellow teachers and school administrators.
- Adapted teaching methods and instructional strategies to promote learning in students of differing skill levels.
- Encouraged positive self-esteem and mutual respect for others while instilling joy of learning and discovery.
- Attended in-service training and professional development courses to stay on top of policy and education changes.
- Involved parents in student education by cultivating strong relationships.
- Taught students subject-specific material, learning strategies and social skills.
- Worked with parents, administrators and counselors to develop improvement plans for struggling students.

- Utilized various types of equipment and aids to enhance learning experience.
- Offered hands-on learning opportunities to develop student self-esteem and life skills.
- Enhance student development by teaching behavioral, social and lifelong learning skills in addition to academic subjects.
- Created fun and safe learning environment by planning age-appropriate activities and monitoring safety.
- Maintained calm, positive classroom environment through gentle discipline and enthusiastic attitude to encourage learning and studying among student.
- Improved student engagement by implementing student-centered classroom management techniques to foster academic curiosity.
- Applied proactive behavior management techniques to facilitate a positive library environment.
- Created lesson plans corresponding to yearly curriculum, incorporating broad variety of activities, hands-on experiences, basic academic skills and opportunities for creativity.
- Taught groups of up to 80 students and provided individual support as needed.
- Designed curriculum, lesson plans and instructional materials for classroom teaching.
- Helped students learn to persevere with challenging tasks and build resilience for later educational efforts.
- Delivered clear, informative lectures on subject matter framed to meet state standards.
- Liaised with team of professionals to implement comprehensive educational action plans for special needs and at-risk students.
- Chose optimal curriculum and developed individual lesson plans.
- Employed broad range of instructional techniques to retain students' interest and maximize learning.
- Used diverse technologies to help students grasp materials and enhance overall education.
- Assisted students with understanding lesson material through example usage.
- Worked with school administrators to develop classroom management policies for grade level.
- Reached students of all skill levels through use of different technologies and teaching approaches.
- Explored different avenues of learning with students to help each prepare for later educational environments.
- Practiced techniques for improving behavioral or academic problems within classroom, cultivating good habits and complementing attention given by counselors and parents.
- Liaised with teachers to develop cohesive educational plans and improve student support.
- Brought in purchased and donated materials to round out supplies for classroom activities.
- Mentored, tutored and instructed students after school and during planning times.
- Promoted learning by leveraging traditional and modern instructional strategies.
- Implemented remedial programs for students requiring extra assistance.
- Encouraged maximal development by providing opportunities for inquiry

on classroom subject matter and exploration of related subjects, nurturing individual strengths and interests.

- Coordinated materials and instructional plans for immersive activities exploring concepts.
- Readied classroom decorations and class materials for teaching full curriculum of subjects, fostering environment conducive to creativity and development of motor skills.
- Fostered non-academic personal skills necessary for social success, including personal hygiene and appropriate means of interacting with peers and authority figures.
- Organized supplies, including art and musical resources, to foster creative and welcoming classroom environment.

Poway Unified School District | San Diego, CA

English Teacher/Department Chair

02/1995 - 01/2014

- Coached new teachers on ways to improve instruction and student discipline.
- Discussed curriculum changes with department staff and principals to facilitate action plans.
- Trained and supported new teachers by providing information on successful strategies for classroom instruction and management, instructional techniques and multimedia integration.
- Directed, coordinated and evaluated activities of personnel, including support staff within academic institutions, departments and alumni organizations.
- Advised students on issues such as course selection, progress toward graduation and career decisions.
- Planned, administered and controlled budgets to maintain accurate financial records and produce financial reports.
- Collaborated with teachers to understand and improve classroom conditions.
- Improved student educational plans by advising on course selection, progress plans and career decisions.
- Strategized and implemented methods for streamlining processes, controlling costs and modernizing operations.
- Improved individual departments by working closely with administrators and counselors to reorganize class loads, promote resource utilization and modernize equipment.
- Worked successfully with diverse group of coworkers to accomplish goals and address issues related to our products and services.
- Worked closely with team members to deliver project requirements, develop solutions and meet deadlines.
- Prioritized and organized tasks to efficiently accomplish service goals.
- Juggled multiple projects and tasks to ensure high quality and timely delivery.
- Demonstrated self-reliance by meeting and exceeding workflow needs.
- Demonstrated leadership by making improvements to work processes and helping to train others.
- Provided excellent service and attention to customers when face-to-face or through phone conversations.

Ashford University | San Diego, CA

Online Adjunct Instructor

02/2008 - 05/2012

- Integrated multimedia technology in classroom instruction for well-rounded and engaging approach to instruction.
- Documented student assignments, attendance and test scores in online reporting systems.
- Displayed exemplary written and oral communication skills to meet

learning styles and improve student learning.

- Maintained schedule of office hours to assist students and offer educational support.
- Completed recordings via video and audio media of classroom lessons, tests and special instructions for online courses and use by special needs students.
- Delivered in-depth instruction in various topics, including application of computer technologies and successful business operations for real-world learning scenarios.
- Conducted entry-level classes for 85 undergraduates per semester.
- Wrote and filed reports detailing course activities and student progress.
- Maintained student engagement through creative subject delivery and learning activities.
- Collaborated with graduate student assistants on development of classroom material.

San Diego County Sheriff's Department |
San Diego, CA

Emergency Services Dispatcher

02/1989 - 05/1993

- Handled emergency phone calls calmly and obtained pertinent information with composed approach.
- Used radio, telephone and computer system to update first responders with new information.
- Prioritized responses to public emergency and non-emergent calls to promptly dispatch police, fire and EMS while tracking data in real-time.
- Dispatched calls to relevant police, fire or medical response personnel depending on individual call situations.
- Took caller information, read associated computer information and documented vital details in call tracking and assignment system.
- Assisted departments with special requests such as BOLOs.
- Mitigated risks and emergency response delays by efficiently monitoring public safety field units.
- Responded to emergency calls routed by automatic distribution system.
- Boosted productivity by ensuring on-time emergency response and life support with zero service delivery errors.
- Dispatched police, fire, medical, proprietary security companies and other emergency agencies for callers in distress.
- Entered information on computerized systems to verify locations and notify nearest responders.
- Maintained and updated crucial and confidential information, including phone numbers and addresses.
- Asked probing questions to get to root of caller's issues.
- Read and effectively interpreted small-scale maps and information from computer screen to determine locations and provide directions.
- Responded professionally to telephone calls.

Education and Training

San Jose State University | San Jose, CA

Master of Science in Library And Information Science

05/2016

Grand Canyon University | Phoenix, AZ

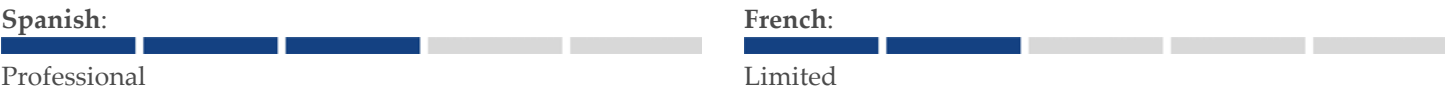
Master of Arts in High School Teaching

- Major in Teaching
- Dean's List Honoree

National University | La Jolla, CA
Teaching Credential in Education

San Diego State University | San Diego, CA
Bachelor of Arts in Liberal Studies
• Major in Writing and Literature

Languages _____



Accomplishments _____

- Promoted from Researcher/Writer to Senior Consultant, in less than 12-months
- Consistently maintained high customer satisfaction ratings.

GRECIA A. GAMIZ

VISUAL ARTS TEACHER



MORE ABOUT ME

Creative, passionate Art teacher dedicated to engaging and empowering students through Art. Committed to providing student centered, art focused and hands-on art education to students.

KNOWLEDGE

Drawing, Painting, Elements and Principles of art, Art History, Animation, Storyboarding, Character Design, Digital Illustration, 3D Modeling, Photography.

SKILLS AND ABILITIES

- Student-focused: Able to plan, teach, and assess with student-centered focus, using data to inform instruction.
- Collaboration: Able to coordinate with parents, colleagues, and administration to best benefit students.
- Classroom management: Able to run a positive, community environment, where students can thrive.
- Differentiation, Special Needs, Advanced Learners: Able to teach a wide range of learners, with a variety of needs abilities
- Proficient in: Microsoft Office, Google Drive
- Fluent in Spanish and English

TECHNICAL SKILLS

Adobe Software

Photoshop
After Effects
Flash/Animate CC
Lightroom

Autodesk Software

Maya (3D Animation)
Mudbox
Sketchbook

Digital Illustration Software

Clip Studio Paint Pro
Procreate

REFERENCES

Melissa Vera, Supervisor: 626-858-6162 mvera@azusa.org
Robert Ramos, Art Teacher: 626-533-3854 rramos@azusa.org
Joyce Hesselgrave, Professor: 909-489-7453
jhesselgrave@cpp.edu

WORK EXPERIENCE

CALIFORNIA VIRTUAL ACADEMIES- HIGH SCHOOL ART TEACHER September 2021 - November 2021

- Collected varied experience of teaching in grades 9th-12th.
- Designed and facilitated engaging standard-based learning experiences, specifically for animation and Image design.
- Supported homeroom students with general school information/activities, progress, and attendance.
- Used student data gathered to inform instruction.
- Cultivated an inclusive, safe online classroom community that empowered the students.

WALNUT VALLEY SCHOOL DISTRICT- STUDENT TEACHING January 2021 - June 2021

- Collected varied experience of teaching in grades 6th-8th.
- Designed and facilitated engaging standard-based learning experiences.
- Provided differentiation based on the unique student needs of the students and scaffolded instruction accordingly.
- Used student data gathered to inform instruction.
- Cultivated an inclusive, safe online classroom community that empowers students.
- Purposefully integrated technology to enhance instruction.

AZUSA UNIFIED SCHOOL DISTRICT- SUBSTITUTE TEACHER May 2018 - Present

- Collected varied experience of teaching in grades K-12 and special education in 12 schools within the district.
- During long term assignments created warm and friendly classroom environment, and designed engaging art lessons.
- Developed skills in online instruction.

AZUSA UNIFIED SCHOOL DISTRICT- SUMMER SCHOOL TEACHER June 2019 - July 2019 & June 2018 - July 2018

- Taught Algebra 1 to students ranging from 9th-11th grade.
- Collaborated with program coordinators, math department, and teachers in developing and implementing math curriculum.

AZUSA UNIFIED SCHOOL DISTRICT- AVID TUTOR April 2017 - April 2018

- Tutor and mentor students in grades 6th- 12th.
- Lead individual and small group tutoring sessions
- Assisted students in all subject areas, understanding key concepts, determining concepts that need to be re-taught.
- Evaluated and grade student binders, calendars, and notes.

EDUCATIONAL HISTORY

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA

January 2017 - June 2021

- Single Subject Teaching Credential- Art

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

September 2012 - January 2017

- Bachelors of Fine Arts- Animation

-Professional Summary-

I am a highly-motivated, single-subject credential certified teacher with strong communication and instructional skills. I am seeking a teaching position to help students find their voice in written and oral communication through English language arts instruction. I am passionate about helping students realize their academic potential and ability to participate in their desired discourse communities.

-Qualifications-

- B.A. in English Education
- Clear Single-Subject Credential (English)
- Strong written and verbal communication skills
- Purposeful in lesson planning
- Proficient in Google Classroom/Zoom
- Highly organized
- Accommodating to all student needs (IEP, 504,GATE)
- Collaborative (with students and colleagues)
- Proficient in conversational and written Vietnamese

-Experience-

Charter Classroom Teacher (Eighth and Ninth Grade English) **8/2018-Present**
Magnolia Science Academy-Santa Ana **Santa Ana, CA**

- Plan engaging, meaningful, standard specific lesson to accommodate all students
- Assist students to transition to remote learning
- Manage classroom behavior to create safe and engaging learning environment
- Carefully follow student accommodations according to IEP and 504 plans
- Collaborate with administration and staff to provide quality education for all students

Classroom Teacher (Seventh Grade English) **4/2018 to 6/2018**
Stephens Middle School, Long Beach Unified School District **Long Beach, CA**

- Planned engaging, meaningful, standard specific lessons for students
- Accommodated the unique needs of each student
- Created safe learning environment
- Collaborated with parents and staff to best support all students
- Incorporated technology (Google Classroom) into classroom instruction

Substitute Teacher **9/2017 to 6/2018**
Long Beach Unified School District **Long Beach, CA**

- Adapted to different classroom environments daily.
- Carried out substitute teacher plans provided by absent teacher.
- Manage classroom behavior and uphold classroom rules.
- Wrote detailed reports to inform teacher of day's activity.
- Created lessons for students in case no lesson is left from teacher.

-Education-

Clear Credential Program (Induction) **10/2019 to 4/2021**
Concordia University, Irvine

Preliminary Single Subject Credential **8/2016 to 1/2018**
California State University, Long Beach

Bachelors of Art: English Education **8/2012 to 5/2016**
California State University, Long Beach
Cum Laude

-Certifications-

- Clear Single Subject Credential (English)
- English Learner Authorization (ELAS)

-Reference-

Cobi Luciani
Dean of Academics
Phone: [\(714\)658-2854](tel:(714)658-2854)
Email: cluciani@magnoliapublicschools.org



INVOICE

Customer Bill-to:
 CALIFORNIA CONNECTIONS ACADEMY
 CENTRAL COAST
 33272 VALLE RD
 SAN JUAN CAPISTRANO, CA 92675

Attention:
 Accounts Payable

Customer Ship-to:
 CALIFORNIA CONNECTIONS
 ACADEMY CENTRAL COAST
 33272 VALLE RD
 SAN JUAN CAPISTRANO, CA 92675

**Connections Education LLC dba
 Pearson Virtual Schools USA**
 10960 Grantchester Way
 Columbia, MD 21044
Tel: 1-800-843-0019
Email:
 pobsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000009772
Date : 08-FEB-2022
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82057192
Currency : USD
Shipment Terms :
Purchase Order Number : CALCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$44,747.37		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$812.69		Pearson Virtual Schools USA		Bank Name	Bank of America N A
Invoice Total :	USD	\$45,560.06		32369 Collection Center Drive		Bank Address	
Amount Due :	USD	\$45,560.06		Chicago, IL 60693-0323		ABA ACH No	071000039
						ABA Wire No	026009593
						SWIFT Code	BOFAUS3N
						A/C No	8188290225
						Bank Account Name	Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000009772							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82057192	CALCACC	Direct Charges	23		49,500.57	812.69	50,313.26
82057192	CALCACC	Pass Through	-1		4,753.20	0.00	-4,753.20

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$44,747.37	\$812.69	\$45,560.06



Pearson

Charges for the Following Period:

January 2022

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	420.83
Connexus [™] Annual License (EMS)	5,050.00
Curriculum Postage	552.75
Direct Course Instruction Support	165.00
Educational Resource Center	1,060.50
Enrollment and Records Management	670.00
Facility Support Services	25.00
Hardware/Software - Employees	200.00
Human Resources Support	416.67
Internet Subsidy Payment Processing	657.99
Monthly Fee per Student on an IEP	1,200.00
School Curriculum Supplies	166.67
Student Technology Assistance	5,366.67
Tangible and Intangible Instructional Materials	16,154.97
Technical Support and Repairs	1,262.50
	33,369.55
Revenue Based Charges	
Marketing Services	1,897.77
School Administration	11,386.60
Treasury Services	2,846.65
	16,131.02
Pass Through Expenses	
Internet Subsidy Payment	(4,753.20)
	(4,753.20)
Total Amount Due	44,747.37



INVOICE

Customer Bill-to:
 California Connections Academy Central
 Valley
 33272 Valle Road
 San Juan Capistrano, CA 92675

Attention:
 Accounts Payable

Customer Ship-to:
 California Connections Academy
 Central Valley
 33272 Valle Road
 San Juan Capistrano, CA 92675

**Connections Education LLC dba
 Pearson Virtual Schools USA**
 10960 Grantchester Way
 Columbia, MD 21044
Tel: 1-800-843-0019
Email:
 pblsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000009768
Date : 07-FEB-2022
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82056676
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :				2	REMITTANCE INFORMATION			
Net Amount	:	USD		\$282,620.25	Make Checks Payable to:			
Tax Total	:	USD		\$5,099.46	Pearson Virtual Schools USA			
Invoice Total	:	USD		\$287,719.71	32369 Collection Center Drive			
Amount Due	:	USD		\$287,719.71	Chicago, IL 60693-0323			
					Bank Wire to:			
					Bank Name			
					Bank of America N A			
					Bank Address			
					ABA ACH No			
					071000039			
					ABA Wire No			
					026009593			
					SWIFT Code			
					BOFAUS3N			
					A/C No			
					8188290225			
					Bank Account Name			
					Connections Education			
					LLC dba Pearson			
					Virtual Schools USA			



Invoice Number: 91000009768							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056676	CENCA	Direct Charges	24		277,867.05	5,099.46	282,966.51
82056676	CENCA	Pass Through	1		4,753.20	0.00	4,753.20

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.

Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$282,620.25	\$5,099.46	\$287,719.71



Charges for the Following Period:

January 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	1,358.33
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	16,300.00
Curriculum Postage	3,261.50
Direct Course Instruction Support	1,358.50
Educational Resource Center	3,423.00
Enrollment and Records Management	3,953.33
Facility Support Services	200.00
Hardware/Software - Employees	1,400.00
Human Resources Support	2,916.67
Internet Subsidy Payment Processing	2,362.50
Monthly Fee per Student on an IEP	16,350.00
School Curriculum Supplies	1,000.00
Student Technology Assistance	34,691.67
Tangible and Intangible Instructional Materials	98,728.63
Technical Support and Repairs	4,075.00
	<hr/>
	193,462.46

Revenue Based Charges

Marketing Services	9,929.95
School Administration	59,579.71
Treasury Services	14,894.93
	<hr/>
	84,404.59

Pass Through Expenses

Internet Subsidy Payment	4,753.20
	<hr/>
	4,753.20

Total Amount Due

282,620.25



Charges for the Following Period:

January 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	1,041.67
Connexus™ Annual License (EMS)	12,500.00
Curriculum Postage	1,743.50
Direct Course Instruction Support	2,365.00
Educational Resource Center	2,625.00
Enrollment and Records Management	2,113.33
Facility Support Services	150.00
Hardware/Software - Employees	1,150.00
Human Resources Support	2,395.83
Internet Subsidy Payment Processing	1,979.17
Monthly Fee per Student on an IEP	7,650.00
School Curriculum Supplies	833.33
Student Technology Assistance	16,962.50
Tangible and Intangible Instructional Materials	54,404.17
Technical Support and Repairs	3,125.00
	<hr/>
	111,038.50

Revenue Based Charges

Marketing Services	7,585.36
School Administration	45,512.20
Treasury Services	11,378.05
	<hr/>
	64,475.61

Total Amount Due

175,514.11



INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000009762
Date : 07-FEB-2022
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82056704
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$175,514.11		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$2,700.31		Pearson Virtual Schools USA		Bank Name	: Bank of America N A
Invoice Total :	USD	\$178,214.42		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$178,214.42		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000009762							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056704	CALCAMB	Direct Charges	23		175,514.11	2,700.31	178,214.42

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$175,514.11	\$2,700.31	\$178,214.42



Charges for the Following Period:

January 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	875.00
Connexus™ Annual License (EMS)	10,500.00
Curriculum Postage	891.00
Direct Course Instruction Support	679.25
Educational Resource Center	2,205.00
Enrollment and Records Management	1,080.00
Facility Support Services	75.00
Hardware/Software - Employees	(200.00)
Human Resources Support	(416.67)
Internet Subsidy Payment Processing	793.81
Monthly Fee per Student on an IEP	2,100.00
School Curriculum Supplies	(208.33)
Student Technology Assistance	8,625.00
Tangible and Intangible Instructional Materials	27,143.65
Technical Support and Repairs	2,625.00
	<hr/>
	56,767.71

Revenue Based Charges

Marketing Services	3,144.34
School Administration	18,866.06
Treasury Services	4,716.51
	<hr/>
	26,726.91

Total Amount Due

83,494.62



INVOICE

Customer Bill-to:
California Connections Academy Ripon
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy
Ripon
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000009765
Date : 07-FEB-2022
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82056677
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$632,933.78		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$10,272.30		Pearson Virtual Schools USA		Bank Name	Bank of America N A
Invoice Total :	USD	\$643,206.08		32369 Collection Center Drive		Bank Address	
Amount Due :	USD	\$643,206.08		Chicago, IL 60693-0323		ABA ACH No	071000039
						ABA Wire No	026009593
						SWIFT Code	BOFAUS3N
						A/C No	8188290225
						Bank Account Name	Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000009765							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056677	CALCAR	Direct Charges	24		632,933.78	10,272.30	643,206.08

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$632,933.78	\$10,272.30	\$643,206.08



Charges for the Following Period:

January 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	5,412.50
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	64,950.00
Curriculum Postage	5,995.00
Direct Course Instruction Support	4,389.00
Educational Resource Center	13,639.50
Enrollment and Records Management	7,266.67
Facility Support Services	525.00
Hardware/Software - Employees	4,150.00
Human Resources Support	8,645.83
Internet Subsidy Payment Processing	5,461.64
Monthly Fee per Student on an IEP	33,600.00
School Curriculum Supplies	3,041.67
Student Technology Assistance	72,018.75
Tangible and Intangible Instructional Materials	182,025.50
Technical Support and Repairs	16,237.50
	<hr/>
	431,525.23

Revenue Based Charges

Marketing Services	23,695.12
School Administration	142,170.75
Treasury Services	35,542.68
	<hr/>
	201,408.55

Total Amount Due

632,933.78



INVOICE

Customer Bill-to:
 California Connections Academy Southern
 California
 33272 Valle Road
 San Juan Capistrano, CA 92675

Attention:
 Accounts Payable

Customer Ship-to:
 California Connections Academy
 Southern California
 33272 Valle Road
 San Juan Capistrano, CA 92675

**Connections Education LLC dba
 Pearson Virtual Schools USA**
 10960 Grantchester Way
 Columbia, MD 21044
Tel: 1-800-843-0019
Email:
 pobsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000009749
Date : 04-FEB-2022
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82056675
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :				2	REMITTANCE INFORMATION			
Net Amount :	USD		\$2,797,560.50		Make Checks Payable to:			
Tax Total :	USD		\$35,387.11		Pearson Virtual Schools USA			
Invoice Total :	USD		\$2,832,947.61		32369 Collection Center Drive			
Amount Due :	USD		\$2,832,947.61		Chicago, IL 60693-0323			
					Bank Wire to:			
					Bank Name			
					Bank of America N A			
					Bank Address			
					ABA ACH No			
					071000039			
					ABA Wire No			
					026009593			
					SWIFT Code			
					BOFAUS3N			
					A/C No			
					8188290225			
					Bank Account Name			
					Connections Education			
					LLC dba Pearson			
					Virtual Schools USA			



Invoice Number: 91000009749							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056675	CAPOCA	Direct Charges	26		2,571,098.17	35,387.11	2,606,485.28
82056675	CAPOCA	Pass Through	16		226,462.33	0.00	226,462.33

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,797,560.50	\$35,387.11	\$2,832,947.61



Pearson

Charges for the Following Period:

January 2022

Compensation Expenses

Benefits - Administration	79,615.87
Benefits - Instructional	424,395.27
Credit for Nonbillable Earnings Paid by the School	(48,241.12)
Withholdings	217,133.28
	<hr/> 672,903.30

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	16,745.83
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	200,950.00
Curriculum Postage	21,769.00
Direct Course Instruction Support	15,466.00
Educational Resource Center	42,199.50
Enrollment and Records Management	26,386.67
Facility Support Services	1,525.00
Hardware/Software - Employees	13,250.00
Human Resources Support	27,604.17
Internet Subsidy Payment Processing	10,614.59
Monthly Fee per Student on an IEP	90,300.00
School Curriculum Supplies	9,500.00
Short Term Substitute Teaching Services	46,350.00
Student Technology Assistance	248,447.92
Tangible and Intangible Instructional Materials	660,874.68
Technical Support and Repairs	50,237.50
	<hr/> 1,528,054.19

Revenue Based Charges

Marketing Services	63,415.63
School Administration	380,493.77
Treasury Services	95,123.44
	<hr/> 539,032.84

Pass Through Expenses

Miscellaneous	57,570.17
	<hr/> 57,570.17

Total Amount Due

2,797,560.50

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy @ Ripon
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	3,377,463		3,377,463
	Education Protection Account State Aid - Current year	8012	3,090,985		3,090,985
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,194,184		1,194,184
	Other LCFF Transfers	8091, 8097	0	0	0
	State Aid - Prior Years	8019			0
	Total, LCFF Sources		7,662,632	0	7,662,632
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		228,488	228,488
	Federal Funding - Title I	8290		209,748	
	Federal Funding - Title II-A	8290		8,937	
	Federal Funding - Title IV	8290		9,803	
	Prior Year Adjustments	8019			0
CARES - ESSER II Fund		8181, 8182		0	0
	Special Education - Federal			0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	207,694	0	207,694
	Federal Funding - E-Rate		0	0	0
	ESSER Funding		207,694		
	Total, Federal Revenues		207,694	228,488	436,182
3.	Other State Revenues				
	Special Education - State	StateRevSE		498,790	498,790
	All Other State Revenues	StateRevAO	174,123	42,222	216,345
	Star Testing	StateRevAO	3,027		
	Mandated Cost Reimbursement	StateRevAO	19,556		
	Lottery	StateRevAO	151,541		
	Special Education Dispute Prevention	StateRevAO		1,691	
	Special Education Learning Recovery	StateRevAO		40,531	
	ERMHS	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		174,123	541,012	715,135
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	3,476	0	3,476
	Interest Income	LocalRevAO	1,676		
	Total, Local Revenues		3,476	0	3,476
5.	TOTAL REVENUES		8,047,925	769,500	8,817,425
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	1,562,312	222,944	1,785,256
	Certificated Pupil Support Salaries	1200	145,056		145,056
	Certificated Supervisors' and Administrators' Salaries	1300	216,678	52,156	268,834
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		1,924,046	275,100	2,199,146
2.	Non-certificated Salaries				

Adjust for Restricted amount

8,817,425.32 0.00

Add Title I Teacher Salaries and Title IV Salaries
Add Title I Counselor Salaries
Add SPED LR

Instructional Aides' Salaries	2100	0	0	0		
Non-certificated Support Salaries	2200	0	0	0		
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
Clerical and Office Salaries	2400	0	0	0		
Other Non-certificated Salaries	2900	189,222	0	189,222	Add SPED LR	
Total, Non-certificated Salaries		189,222	0	189,222		2,388,368.54 0.00

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	337,281	47,949	385,230	Add Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	42,374	3,989	46,363	
	Health and Welfare Benefits	3401-3402	459,982.88	68,009	527,992	Add Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	28,529	3,714	32,243	
	Workers' Compensation Insurance	3601-3602	42,265	5,502	47,767	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		910,433	129,163	1,039,595	3,427,963.69 0.00
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	4100	0	0	0	
	Books and Other Reference Materials	4200	1,276,068	42,222	1,318,290	Move to '4100'
	<i>Tangible and Intangible Instructional Materials</i>	4200	1,302,971			Add ESSER
	<i>Other Curriculum</i>	4200	15,319			Add ESSER
	<i>Minus Restricted Lottery Funds</i>	4200	(42,222)			
	Materials and Supplies	4300	620,851	0	620,851	
	<i>Office Supplies</i>	4300	3,494			Adjust for PPE
	<i>Expensed Furniture and Equipment</i>	4300	20,419			
	<i>Equipment/Supplies</i>	4300	21			
	<i>ConnexusTM Annual License (LMS)</i>	4300	544,950			
	<i>Hardware/Software - Employees</i>	4300	29,050			Add ESSER
	<i>School Curriculum Supplies</i>	4300	21,292			
	<i>Graduation</i>	4300	1,625			
	Noncapitalized Equipment	4400	405,519	0	405,519	
	<i>Student Technology Assistance</i>	4400	405,519			
	<i>Student Testing Technology</i>	4400	0			
	Food	4700	0	0	0	
	Total, Books and Supplies		2,302,438	42,222	2,344,660	
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	1,437,500	130,350	1,567,850	
	<i>Educational Resource Center</i>	5100	114,440			
	<i>Short-Term Substitute Teaching</i>	5100	68,178			
	<i>Direct Course Instruction Support</i>	5100	20,050			
	<i>Technical Support and Repairs</i>	5100	136,238			
	<i>Enrollment and Records Management</i>	5100	51,427			
	<i>Human Resources Support</i>	5100	60,521			
	<i>Facility Support Services</i>	5100	3,675			
	<i>Community Outreach</i>	5100	29,167			
	<i>Accounting and Regulatory Reporting</i>	5100	45,413			
	<i>Treasury Services</i>	5100	148,870			
	<i>Marketing Services</i>	5100	99,247			
	<i>Special Populations Consultative Services</i>	5100		130,350		
	<i>Contractual Service Credit</i>	5100	0			
	<i>School Administration</i>	5100	595,481			
	<i>Sales and Use Tax</i>	5100	64,795			
	Travel and Conferences	5200	13,318	0	13,318	
	<i>Travel and Conferences - Administration</i>	5200	5,863			
	<i>Travel and Conferences - Teachers</i>	5200	1,795			
	<i>Board Expenses</i>	5200	0			
	<i>Student Activities</i>	5200	5,661			
	Dues and Memberships	5300	25,522	0	25,522	
	<i>Dues</i>	5300	25,522			
	Insurance	5400	2,384	0	2,384	
	<i>Insurance - D&O</i>	5400	2,384			
	Operations and Housekeeping Services	5500	3,114	0	3,114	
	<i>Maintenance & Repair</i>	5500	3,114			
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	54,881	0	54,881	
	<i>Copiers/Reproduction</i>	5600	1,873			
	<i>Office Rent</i>	5600	45,765			
	<i>Rent Operating Expense</i>	5600	4,926			
	<i>Rent Storage Unit</i>	5600	1,493			
	<i>Utilities</i>	5600	823			

Professional/Consulting Services and Operating Expend.

Student Testing & Assessment

Staff Recruiting

Staff Training / Prof. Dvlpmt.

Team Building

5800

5800

5800

5800

5800

363,162	539,397	902,560
(580)		
1,953		
123,515		
408		

Add Title

		BoA Credit Suspense	5800	0			
		Banking Fees	5800	1,666			
		Financial Audit	5800	11,522			
		District Oversight	5800	86,480			
		District Administration	5800	5,833			
		SELPA One-Time Fee	5800	0			
		SELPA Admin Fee	5800	34,062			
		STRS Reporting	5800	3,864			
		Accreditation and Consulting	5800	1,100			
		Internet Subsidy Payment Processing	5800	22,402			
		Legal	5800	48,902			
		Other School Contracted Services	5800	4,110			Adjust for Sped DP
		Other School Expenses	5800	(3)			
		Prop 39 Clean Energy Planning	5800	0			
		AERIES	5800	10,722			
		Summer School	5800	7,205			
		Special Education Direct Services	5800		539,397		
	Communications		5900	77,554	0	77,554	
		ISP Payment Reimbursement	5900	25,545			
		Curriculum Postage	5900	42,427			
		Office Postage	5900	3,653			
		High-Speed Internet	5900	2,516			
		Voice Over IP Services	5900	0			
		Phone	5900	3,414			
	Total, Services and Other Operating Expenditures			1,977,435	669,747	2,647,182	
6.	Capital Outlay						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170		0	0	0	
	Buildings and Improvements of Buildings	6200		0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0	
	Equipment	6400		0	0	0	
	Equipment Replacement	6500		0	0	0	
	Depreciation Expense (for accrual basis only)	6900		0	0	0	
	Total, Capital Outlay			0	0	0	
7.	Other Outgo						
	Tuition to Other Schools	7110-7143		0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0	
	All Other Transfers	7280-7299		0	0	0	
	Debt Service:						
	Interest	7438		0	0	0	
	Principal (for modified accrual basis only)	7439		0	0	0	
	Total, Other Outgo			0	0	0	
8.	TOTAL EXPENDITURES			7,303,575	1,116,232	8,419,806	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			744,351	(346,732)	397,619	
							397,619.03 0.00
	Description	Object Code	Unrestricted	Restricted	Total		
D.	OTHER FINANCING SOURCES / USES						
1.	Other Sources	8930-8979	0	0	0		
2.	Less: Other Uses	7630-7699	0	0	0		
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0		
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0		
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		744,351	(346,732)	397,619		
F.	FUND BALANCE, RESERVES						
1.	Beginning Fund Balance						
a.	As of July 1	9791	780,543	0	780,543		

2.	b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
	c.	Adjusted Beginning Balance		780,543	0	780,543
		Ending Fund Balance, June 30 (E + F1c)		1,524,894	(346,732)	1,178,162
		Components of Ending Fund Balance (Optional):				
		Reserve for Revolving Cash (equals object 9130)	9711		0	0
		Reserve for Stores (equals object 9320)	9712	0	0	0
		Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
		Reserve for All Others	9719	0	0	0
		General Reserve	9730	0	0	0
		Legally Restricted Balance	9740	0	0	0
		Designated for Economic Uncertainties	9770	0	0	0
		Other Designations	9775, 9780	0	0	0
		Undesignated / Unappropriated Amount	9790	1,524,894	(346,732)	1,178,162

G. ASSETS						
1.	Cash					
	In County Treasury	9110	0	0	0	
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0	
	In Banks	9120	3,280,784	0	3,280,784	
	In Revolving Fund	9130	0	0	0	
	With Fiscal Agent	9135	0	0	0	
	Collections Awaiting Deposit	9140	0	0	0	
2.	Investments	9150	0	0	0	
3.	Accounts Receivable	9200	2,102,542	0	2,102,542	
4.	Due from Grantor Government	9290	0	0	0	
5.	Stores	9320	0	0	0	
6.	Prepaid Expenditures (Expenses)	9330	19,616	0	19,616	
7.	Other Current Assets	9340	0	0	0	
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0	
9.	TOTAL ASSETS		5,402,942	0	5,402,942	
H. LIABILITIES						
1.	Accounts Payable	9500	3,996,919	0	3,996,919	
2.	Due to Grantor Government	9590	0	0	0	
3.	Current Loans	9640	0	0	0	
4.	Deferred Rent		8,658	0	8,658	
5.	Deferred Revenue	9650	219,203	0	219,203	
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0	
7.	TOTAL LIABILITIES		4,224,780	0	4,224,780	
I. FUND BALANCE						
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		1,178,162	0	1,178,162	1,178,162 0.00

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues 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 (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

2. Community Services Expenditures:
- Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy @ Central Valley
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:

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

<input type="checkbox"/>	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
<input checked="" type="checkbox"/>	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total	
A. REVENUES						
1.	LCFF Sources					
	State Aid - Current Year	8011	1,795,214		1,795,214	
	Education Protection Account State Aid - Current year	8012	1,274,626		1,274,626	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	207,876		207,876	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		3,277,716	0	3,277,716	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		43,451	43,451	
	Federal Funding - Title I	8290		35,421		
	Federal Funding - Title II-A	8290		5,530		
	Federal Funding - Title IV	8290		2,500		
	Prior Year Adjustments	8019		0	0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	0	0	0	
	Federal Funding - E-Rate		0	0	0	
	ESSER Funding		109,519			
	Total, Federal Revenues		109,519	43,451	152,970	
3.	Other State Revenues					
	Special Education - State	StateRevSE		200,260	200,260	
	All Other State Revenues	StateRevAO	68,176	16,492	84,668	
	Star Testing	StateRevAO	0			
	Mandated Cost Reimbursement	StateRevAO	7,333			
	Lottery	StateRevAO	60,842			
	Special Education Dispute Prevention	StateRevAO		694		Adjust for Restricted Amount
	Special Education Learning Recovery	StateRevAO		15,798		
	ERMHS	StateRevAO	0			
	Prior Year Adjustments	StateRevAO	0			
	Total, Other State Revenues		68,176	216,752	284,927	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	681	0	681	
	Interest Income	LocalRevAO	681			
	Donation	LocalRevAO	0			No DPC
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		681	0	681	
5.	TOTAL REVENUES		3,456,091	260,203	3,716,294	3,716,294.01 0.00
B. EXPENDITURES						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	651,773	93,010	744,782	Add Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	60,563		60,563	Add Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	92,952	22,374	115,326	Add SPED LR
	Other Certificated Salaries	1900	0	0	0	

Total, Certificated Salaries			805,288	115,384	920,671		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	0	0	0		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	81,174	0	81,174	Add SPED LR	
	Total, Non-certificated Salaries		81,174	0	81,174	1,001,845.08	0.00

Description		Object Code	Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	141,002	20,086	161,088
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	17,886	1,673	19,560
	Health and Welfare Benefits	3401-3402	191,912.45	28,410	220,322
	Unemployment Insurance	3501-3502	11,967	1,558	13,525
	Workers' Compensation Insurance	3601-3602	17,729	2,308	20,037
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		380,497	54,035	434,532
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	550,641		550,641
	<i>Tangible and Intangible Instructional Materials</i>	4200	544,091		
	<i>Other Curriculum</i>	4200	6,551		
	<i>minus restricted lottery funds</i>	4200	0		
	Materials and Supplies	4300	251,469	0	251,469
	<i>Office Supplies</i>	4300	1,455		
	<i>Expensed Furniture and Equipment</i>	4300	6,055		
	<i>Equipment/Supplies</i>	4300	9		
	<i>Connexus™ Annual License (LMS)</i>	4300	223,300		
	<i>Hardware/Software - Employees</i>	4300	11,900		
	<i>School Curriculum Supplies</i>	4300	8,750		
	<i>Graduation</i>	4300	0		
	Noncapitalized Equipment	4400	168,379	0	168,379
	<i>Student Technology Assistance-Laptops</i>	4400	168,379		
	<i>Student Testing Technology</i>	4400	0		
	Food	4700	0	0	0
	Total, Books and Supplies		970,489	0	970,489
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	625,882	62,250	688,132
	<i>Educational Resource Center</i>	5100	46,893		
	<i>Short-Term Substitute Teaching</i>	5100	30,454		
	<i>Direct Course Instruction Support</i>	5100	6,174		
	<i>Technical Support and Repairs</i>	5100	55,825		
	<i>Enrollment and Records Management</i>	5100	21,513		
	<i>Human Resources Support</i>	5100	24,792		
	<i>Facility Support Services</i>	5100	1,400		
	<i>Community Outreach</i>	5100	14,583		
	<i>Accounting and Regulatory Reporting</i>	5100	18,608		
	<i>Treasury Services</i>	5100	66,827		
	<i>Marketing Services</i>	5100	44,551		
	<i>Special Populations Consultative Services</i>	5100		62,250	
	<i>Contractual Service Credit</i>	5100	0		
	<i>School Administration</i>	5100	267,307		
	<i>Sales and Use Tax</i>	5100	26,954		
	Travel and Conferences	5200	8,560	0	8,560
	<i>Travel and Conferences - Administration</i>	5200	2,434		
	<i>Travel and Conferences - Teachers</i>	5200	755		
	<i>Board Expenses</i>	5200	0		
	<i>Student Activities</i>	5200	5,371		
	Dues and Memberships	5300	10,124	0	10,124
	<i>Dues</i>	5300	10,124		
	Insurance	5400	1,023	0	1,023
	<i>Insurance - D&O</i>	5400	1,023		
	Operations and Housekeeping Services	5500	1,336	0	1,336
	<i>Maintenance & Repair</i>	5500	1,336		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,520	0	23,520
	<i>Copiers/Reproduction</i>	5600	781		
	<i>Office Rent</i>	5600	19,632		
	<i>Rent Operating Expense</i>	5600	2,113		
	<i>Rent Storage Unit</i>	5600	641		
	<i>Utilities</i>	5600	353		

Add Title I and Title IV Retirement ONLY

Add Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only

1,436,377.32 0.00

Move to '4100'

Add ESSER

Add ESSER

Adjust for PPE

Add ESSER

Professional/Consulting Services and Operating Expend.

Student Testing & Assessment

Staff Recruiting

Staff Training / Prof. Dvlpmt.

Team Building

5800

5800

5800

5800

5800

133,586	169,765	303,351
100		
835		
52,776		
175		

Add Title

2.	Ending Fund Balance, June 30 (E + F1c)		852,675	(141,231)	711,444
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711		0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	852,675	(141,231)	711,444

G. ASSETS						
1.	Cash					
	In County Treasury	9110	0	0	0	
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0	
	In Banks	9120	1,320,333	0	1,320,333	
	In Revolving Fund	9130	0	0	0	
	With Fiscal Agent	9135	0	0	0	
	Collections Awaiting Deposit	9140	0	0	0	
2.	Investments	9150	0	0	0	
3.	Accounts Receivable	9200	1,556,819	0	1,556,819	
4.	Due from Grantor Government	9290	0	0	0	
5.	Stores	9320	0	0	0	
6.	Prepaid Expenditures (Expenses)	9330	8,290	0	8,290	
7.	Other Current Assets	9340	100	0	100	
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0	
9.	TOTAL ASSETS		2,885,542	0	2,885,542	
H. LIABILITIES						
1.	Accounts Payable	9500	2,170,581	0	2,170,581	
2.	Due to Grantor Government	9590	0	0	0	
3.	Current Loans	9640	0	0	0	
4.	Deferred Rent		3,517	0	3,517	
5.	Deferred Revenue	9650	0	0	0	
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0	
7.	TOTAL LIABILITIES		2,174,098	0	2,174,098	
I. FUND BALANCE						
	Ending Fund Balance, June 30 (G9-H6)					
	(must agree with Line F2)		711,444	0	711,444	711,444 (0.00)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues 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 (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

2. Community Services Expenditures:
 Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes documented in the side notes and will be transferred to the for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	5,413,707		5,413,707
	Education Protection Account State Aid - Current year	8012	479,424		479,424
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	17,399,169		17,399,169
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		23,292,300	0	23,292,300
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)	8290		220,441	220,441
	Federal Funding - Title I	8290		180,222	
	Federal Funding - Title II-A	8290		29,483	
	Federal Funding - Title IV	8290		10,736	
	Prior Year Adjustments	8019		0	0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	638,008	0	638,008
	Federal Funding - E-Rate		0	0	
	ESSER Funding		638,008	0	
	Total, Federal Revenues		638,008	220,441	858,449
3.	Other State Revenues				
	Special Education - State	StateRevSE		1,510,461	1,510,461
	All Other State Revenues	StateRevAO	581,342	0	581,342
	Star Testing	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	61,111		
	Prop 39 Clean Energy Funds	StateRevAO	61,328		
	Lottery	StateRevAO	458,904		
	Special Education Dispute Prevention	StateRevAO		0	
	Special Education Learning Recovery	StateRevAO		0	
	ERMHS	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		581,342	1,510,461	2,091,804
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	4,849	0	4,849
	Interest Income	LocalRevAO	4,373		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	476		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		4,849	0	4,849
5.	TOTAL REVENUES		24,516,499	1,730,902	26,247,402
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	4,717,049	673,274	5,390,323
	Certificated Pupil Support Salaries	1200	438,357	0	438,357
	Certificated Supervisors' and Administrators' Salaries	1300	652,132	156,974	809,106

Adjust for Restricted Amount

No DPC

26,247,401.84 0.00

Add Title I Teacher Salaries and Title IV Salaries

Add Title I Counselor Salaries

Add SPED LR

Other Certificated Salaries			0	0	0		
Total, Certificated Salaries			5,807,538	830,248	6,637,786		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	0	0	0		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	569,499	0	569,499	Add SPED LR	
Total, Non-certificated Salaries			569,499	0	569,499	7,207,284.71	0.00

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	1,012,186	143,943	1,156,129	Add Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	127,776	12,039	139,815	
	Health and Welfare Benefits	3401-3402	1,370,710.99	203,090	1,573,801	Add Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	86,090	11,208	97,298	
	Workers' Compensation Insurance	3601-3602	127,541	16,605	144,146	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		2,724,304	386,885	3,111,189	10,318,473.25 0.00
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	4100	0	0	0	
	Books and Other Reference Materials	4200	3,943,286	0	3,943,286	Move to '4100'
	<i>Tangible and Intangible Instructional Materials</i>	<i>4200</i>	<i>3,897,176</i>			Add ESSER
	<i>Other Curriculum</i>	<i>4200</i>	<i>46,111</i>			Add ESSER
	<i>Minus Restricted Lottery Funds</i>	<i>4200</i>	<i>0</i>			
	Materials and Supplies	4300	1,945,634	0	1,945,634	
	<i>Office Supplies</i>	<i>4300</i>	<i>10,401</i>			Adjust for PPE
	<i>Expensed Furniture and Equipment</i>	<i>4300</i>	<i>105,370</i>			
	<i>Equipment/Supplies</i>	<i>4300</i>	<i>63</i>			
	<i>ConnexusTM Annual License (LMS)</i>	<i>4300</i>	<i>1,671,250</i>			
	<i>Hardware/Software - Employees</i>	<i>4300</i>	<i>88,550</i>			Add ESSER
	<i>School Curriculum Supplies</i>	<i>4300</i>	<i>64,750</i>			
	<i>Graduation</i>	<i>4300</i>	<i>5,250</i>			
	Noncapitalized Equipment	4400	1,211,860	0	1,211,860	
	<i>Student Technology Assistance</i>	<i>4400</i>	<i>1,211,860</i>			
	<i>Student Testing Technology</i>	<i>4400</i>	<i>0</i>			
	Food	4700	0	0	0	
	Total, Books and Supplies		7,100,781	0	7,100,781	
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	4,596,002	354,450	4,950,452	
	<i>Educational Resource Center</i>	<i>5100</i>	<i>350,963</i>			
	<i>Short-Term Substitute Teaching</i>	<i>5100</i>	<i>204,414</i>			
	<i>Direct Course Instruction Support</i>	<i>5100</i>	<i>70,477</i>			
	<i>Technical Support and Repairs</i>	<i>5100</i>	<i>417,813</i>			
	<i>Enrollment and Records Management</i>	<i>5100</i>	<i>153,907</i>			
	<i>Human Resources Support</i>	<i>5100</i>	<i>184,479</i>			
	<i>Facility Support Services</i>	<i>5100</i>	<i>10,675</i>			
	<i>Community Outreach</i>	<i>5100</i>	<i>320,833</i>			
	<i>Accounting and Regulatory Reporting</i>	<i>5100</i>	<i>139,271</i>			
	<i>Treasury Services</i>	<i>5100</i>	<i>450,645</i>			
	<i>Marketing Services</i>	<i>5100</i>	<i>300,430</i>			
	<i>Special Populations Consultative Services</i>	<i>5100</i>		<i>354,450</i>		
	<i>Contractual Service Credit</i>	<i>5100</i>	<i>0</i>			
	<i>School Administration</i>	<i>5100</i>	<i>1,802,580</i>			
	<i>Sales and Use Tax</i>	<i>5100</i>	<i>189,515</i>			
	Travel and Conferences	5200	43,672	0	43,672	
	<i>Travel and Conferences - Administration</i>	<i>5200</i>	<i>17,565</i>			
	<i>Travel and Conferences - Teachers</i>	<i>5200</i>	<i>5,390</i>			
	<i>Board Expenses</i>	<i>5200</i>	<i>0</i>			
	<i>Student Activities</i>	<i>5200</i>	<i>20,717</i>			
	Dues and Memberships	5300	72,805	0	72,805	
	<i>Dues</i>	<i>5300</i>	<i>72,805</i>			
	Insurance	5400	7,175	0	7,175	
	<i>Insurance - D&O</i>	<i>5400</i>	<i>7,175</i>			
	Operations and Housekeeping Services	5500	9,374	0	9,374	
	<i>Maintenance & Repair</i>	<i>5500</i>	<i>9,374</i>			
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	165,159	0	165,159	
	<i>Copiers/Reproduction</i>	<i>5600</i>	<i>5,621</i>			
	<i>Office Rent</i>	<i>5600</i>	<i>137,737</i>			
	<i>Rent Operating Expense</i>	<i>5600</i>	<i>14,827</i>			
	<i>Rent Storage Unit</i>	<i>5600</i>	<i>4,495</i>			
	<i>Utilities</i>	<i>5600</i>	<i>2,479</i>			

Professional/Consulting Services and Operating Expend.

Student Testing & Assessment
Staff Recruiting
Staff Training / Prof. Dvlpmt.
Team Building

5800
5800
5800
5800
5800

1,027,831	1,507,345	2,535,176
(10,262)		
5,876		
369,507		
1,228		

Add Title

		BoA Credit Suspense	5800	43,213			
		Banking Fees	5800	4,417			
		Financial Audit	5800	34,630			
		District Oversight	5800	264,927			
		SELPA One-Time Fee	5800	0			
		SELPA Admin Fee	5800	103,313			
		STRS Reporting	5800	11,898			
		Accreditation and Consulting	5800	1,100			
		Internet Subsidy Payment Processing	5800	61,942			
		Legal	5800	71,315			Adjust for Sped DP
		Other School Contracted Services	5800	12,234			
		Other School Expenses	5800	(684)			
		AERIES	5800	32,276			
		Summer School	5800	20,900			
		Gain from Insurance Claims	5800	0			
		Special Education Direct Services	5800		1,507,345		
	Communications		5900	236,121	0	236,121	
		ISP Payment Reimbursement	5900	80,349			
		Curriculum Postage	5900	126,973			
		Office Postage	5900	10,961			
		High-Speed Internet	5900	7,589			
		Voice Over IP Services	5900	0			
		Phone	5900	10,249			
	Total, Services and Other Operating Expenditures			6,158,137	1,861,795	8,019,932	
6.	Capital Outlay						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170	0	0		0	
	Buildings and Improvements of Buildings	6200	0	0		0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0	
	Equipment	6400	0	0		0	
	Equipment Replacement	6500	0	0		0	
	Depreciation Expense (for accrual basis only)	6900	1,265	0		1,265	
	Total, Capital Outlay		1,265	0		1,265	
7.	Other Outgo						
	Tuition to Other Schools	7110-7143	0	0		0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0	
	All Other Transfers	7280-7299	0	0		0	
	Debt Service:						
	Interest	7438	0	0		0	
	Principal (for modified accrual basis only)	7439	0	0		0	
	Total, Other Outgo		0	0		0	
8.	TOTAL EXPENDITURES		22,361,523	3,078,928		25,440,451	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,154,976	(1,348,025)		806,951	
							806,950.86 0.00
D.	OTHER FINANCING SOURCES / USES	Description	Object Code	Unrestricted	Restricted	Total	
1.	Other Sources		8930-8979	0	0	0	
2.	Less: Other Uses		7630-7699	0	0	0	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)		8980-8999	0	0	0	
4.	TOTAL OTHER FINANCING SOURCES / USES			0	0	0	
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,154,976	(1,348,025)	806,951	
F.	FUND BALANCE, RESERVES						
1.	Beginning Fund Balance						
a.	As of July 1		9791	4,498,228	0	4,498,228	
b.	Adjustments/Restatements to Beginning Balance		9793, 9795	0	0	0	

2.	c.	Adjusted Beginning Balance		4,498,228	0	4,498,228
		Ending Fund Balance, June 30 (E + F1c)		6,653,204	(1,348,025)	5,305,179
		Components of Ending Fund Balance (Optional):				
		Reserve for Revolving Cash (equals object 9130)	9711		0	0
		Reserve for Stores (equals object 9320)	9712	0	0	0
		Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
		Reserve for All Others	9719	0	0	0
		General Reserve	9730	0	0	0
		Legally Restricted Balance	9740	0	0	0
		Designated for Economic Uncertainties	9770	0	0	0
		Other Designations	9775, 9780	0	0	0
		Undesignated / Unappropriated Amount	9790	6,653,204	(1,348,025)	5,305,179

G. ASSETS					
1.	Cash				
	In County Treasury	9110	249,950	0	249,950
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	10,024,982	0	10,024,982
	In Revolving Fund	9130	270	0	270
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	4,709,865	0	4,709,865
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	51,140	0	51,140
7.	Other Current Assets	9340	20,287	0	20,287
8.	Capital Assets (for accrual basis only)	9400-9499	25,114	0	25,114
9.	TOTAL ASSETS		15,081,608	0	15,081,608
H. LIABILITIES					
1.	Accounts Payable	9500	9,284,237	0	9,284,237
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Rent		25,606	0	25,606
5.	Deferred Revenue	9650	466,586	0	466,586
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
7.	TOTAL LIABILITIES		9,776,429	0	9,776,429
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		5,305,179	0	5,305,179

5,305,1790.00

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues 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 (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

2. Community Services Expenditures:
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:

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

<input type="checkbox"/>	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
<input checked="" type="checkbox"/>	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total	
A. REVENUES						
1.	LCFF Sources					
	State Aid - Current Year	8011	459,320		459,320	
	Education Protection Account State Aid - Current year	8012	15,694		15,694	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	294,402		294,402	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		769,416	0	769,416	
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)	8290		10,386	10,386	
	Federal Funding - Title I	8290		8,979		
	Federal Funding - Title II-A	8290		1,407		
	Federal Funding - Title IV	8290		0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	29,988	0	29,988	
	Federal Funding - E-Rate		0	0	0	
	ESSER Funding		29,988			
	Total, Federal Revenues		29,988	10,386	40,374	
3.	Other State Revenues					
	Special Education - State	StateRevSE		49,486	49,486	
	All Other State Revenues	StateRevAO	17,968	4,436	22,404	
	Star Testing	StateRevAO	0			
	College and Career Block Grant	StateRevAO	0			
	Mandated Cost Reimbursement	StateRevAO	2,933			
	Lottery	StateRevAO	15,035			
	Special Education Dispute Prevention	StateRevAO		175		
	Special Education Learning Recovery	StateRevAO		4,261		
	ERMHS	StateRevAO	0			
	Miscellaneous State Funds	StateRevAO	0			
	Total, Other State Revenues		17,968	53,922	71,890	Adjust for Restricted amount
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	80	0	80	
	Interest Income	LocalRevAO	80			
	Donation	LocalRevAO	0			
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		80	0	80	No DPC
5.	TOTAL REVENUES		817,452	64,308	881,760	881,760.27 0.00
B. EXPENDITURES						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	193,740	27,727	221,467	Add Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	18,199		18,199	Add Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	26,604	6,404	33,008	Add SPED LR

Other Certificated Salaries			1900	0	0	0		
Total, Certificated Salaries				238,543	34,131	272,674		
2.	Non-certificated Salaries							
	Instructional Aides' Salaries			2100	0	0		
	Non-certificated Support Salaries			2200	0	0		
	Non-certificated Supervisors' and Administrators' Sal.			2300	0	0		
	Clerical and Office Salaries			2400	0	0		
	Other Non-certificated Salaries			2900	23,233	0	23,233	
	Total, Non-certificated Salaries				23,233	0	23,233	
							Add SPED LR	
							295,907.21	0.00

Description		Object Code	Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	38,177	5,464	43,641
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	5,236	495	5,731
	Health and Welfare Benefits	3401-3402	53,487.20	8,041	61,528
	Unemployment Insurance	3501-3502	3,534	461	3,995
	Workers' Compensation Insurance	3601-3602	5,236	683	5,918
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		105,670	15,143	120,813
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	139,197	4,436	143,633
	<i>Tangible and Intangible Instructional Materials</i>	4200	141,768		
	<i>Other Curriculum</i>	4200	1,865		
	<i>Minus Restricted Lottery Funds</i>	4200	(4,436)		
	Materials and Supplies	4300	63,494	0	63,494
	<i>Office Supplies</i>	4300	396		
	<i>Expensed Furniture and Equipment</i>	4300	1,554		
	<i>Equipment/Supplies</i>	4300	2		
	<i>Connexus™ Annual License (LMS)</i>	4300	56,700		
	<i>Hardware/Software - Employees</i>	4300	2,800		
	<i>School Curriculum Supplies</i>	4300	2,042		
	<i>Graduation</i>	4300	0		
	Noncapitalized Equipment	4400	42,263	0	42,263
	<i>Student Technology Assistance</i>	4400	42,263		
	<i>Student Testing Technology</i>	4400	0		
	Food	4700	0	0	0
	Total, Books and Supplies		244,953	4,436	249,389
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	152,564	8,550	161,114
	<i>Educational Resource Center</i>	5100	11,907		
	<i>Short-Term Substitute Teaching</i>	5100	7,509		
	<i>Direct Course Instruction Support</i>	5100	3,143		
	<i>Technical Support and Repairs</i>	5100	14,175		
	<i>Enrollment and Records Management</i>	5100	5,600		
	<i>Human Resources Support</i>	5100	5,833		
	<i>Facility Support Services</i>	5100	525		
	<i>Community Outreach</i>	5100	0		
	<i>Accounting and Regulatory Reporting</i>	5100	4,725		
	<i>Treasury Services</i>	5100	16,286		
	<i>Marketing Services</i>	5100	10,857		
	<i>Special Populations Consultative Services</i>	5100	0	8,550	
	<i>Contractual Service Credit</i>	5100	0		
	<i>School Administration</i>	5100	65,144		
	<i>Title I - SES Tutoring</i>	5100	0		
	<i>Sales and Use Tax</i>	5100	6,858		
	Travel and Conferences	5200	1,299	0	1,299
	<i>Travel and Conferences - Administration</i>	5200	644		
	<i>Travel and Conferences - Teachers</i>	5200	206		
	<i>Board Expenses</i>	5200	0		
	<i>Student Activities</i>	5200	449		
	Dues and Memberships	5300	3,273	0	3,273
	<i>Dues</i>	5300	3,273		
	Insurance	5400	293	0	293
	<i>Insurance - D&O</i>	5400	293		
	Operations and Housekeeping Services	5500	349	0	349
	<i>Maintenance & Repair</i>	5500	349		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,205	0	8,205
	<i>Copiers/Reproduction</i>	5600	208		
	<i>Office Rent</i>	5600	5,619		
	<i>Rent Operating Expense</i>	5600	605		
	<i>Rent Storage Unit</i>	5600	1,672		

Add Title I and Title IV Retirement ONLY

Add Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only

416,720.27 0.00

Move to '4100'

Add ESSER

Add ESSER

Adjust for PPE

Add ESSER

	Utilities	5600			
Professional/Consulting Services and Operating Expend.		5800			
			101		
			36,217	24,768	60,985
Student Testing & Assessment		5800			
			27		
Staff Recruiting		5800			
			238		
Staff Training/Prof. Dvlpmt.		5800			
			14,983		
Team Building		5800			
			50		

Add Title

		BoA Credit Suspense	5800	0				
		Banking Fees	5800	4				
		Financial Audit	5800	1,256				
		District Oversight	5800	9,076				
		District Administration	5800	0				
		SELPA Admin Fee	5800	3,520				
		SELPA One-Time Fee	5800	0				
		STRS Reporting	5800	474				
		Accreditation and Consulting	5800	1,100				
		Internet Subsidy Payment Processing	5800	2,272				
		Legal	5800	805				
		Manager Services	5800	0				Adjust for Sped DP
		Other School Contracted Services	5800	433				
		Other School Expenses	5800	(0)				
		AERIES	5800	1,319				
		LiveSpeech		0				
		Math Time to Talk	5800	0				
		Summer School	5800	660				
		Special Education Direct Services	5800		24,768			
	Communications		5900	8,292	0		8,292	
		ISP Payment Reimbursement	5900	2,569				
		Curriculum Postage	5900	4,620				
		Office Postage	5900	427				
		High-Speed Internet	5900	289				
		Voice Over IP Services	5900	0				
		Phone	5900	388				
	Total, Services and Other Operating Expenditures			210,492	33,318		243,810	
6.	Capital Outlay							
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
	Land and Land Improvements	6100-6170		0	0		0	
	Buildings and Improvements of Buildings	6200		0	0		0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0		0	
	Equipment	6400		0	0		0	
	Equipment Replacement	6500		0	0		0	
	Depreciation Expense (for accrual basis only)	6900		0	0		0	
	Total, Capital Outlay			0	0		0	
7.	Other Outgo							
	Tuition to Other Schools	7110-7143		0	0		0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0		0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0		0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0		0	
	All Other Transfers	7280-7299		0	0		0	
	Debt Service:							
	Interest	7438		0	0		0	
	Principal (for modified accrual basis only)	7439		0	0		0	
	Total, Other Outgo			0	0		0	
8.	TOTAL EXPENDITURES			822,891	87,028		909,919	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			(5,439)	(22,720)		(28,158)	(28,158.43) 0.00
	Description	Object Code		Unrestricted	Restricted		Total	
D.	OTHER FINANCING SOURCES / USES							
1.	Other Sources	8930-8979		0	0		0	
2.	Less: Other Uses	7630-7699		0	0		0	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0	0		0	
4.	TOTAL OTHER FINANCING SOURCES / USES			0	0		0	
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,439)	(22,720)		(28,158)	
F.	FUND BALANCE, RESERVES							

1.	Beginning Fund Balance				
a.	As of July 1	9791	371,802	0	371,802
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		371,802	0	371,802
2.	Ending Fund Balance, June 30 (E + F1c)		366,363	(22,720)	343,644
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711		0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	366,363	(22,720)	343,644

G. ASSETS

1.	Cash			
	In County Treasury	9110	0	0
	Fair Value Adjustment to Cash in County Treasury	9111	0	0
	In Banks	9120	1,010,019	0
	In Revolving Fund	9130	0	0
	With Fiscal Agent	9135	0	0
	Collections Awaiting Deposit	9140	0	0
2.	Investments	9150	0	0
3.	Accounts Receivable	9200	(32,826)	0
4.	Due from Grantor Government	9290	0	0
5.	Stores	9320	0	0
6.	Prepaid Expenditures (Expenses)	9330	1,501	0
7.	Other Current Assets	9340	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0
9.	TOTAL ASSETS		978,695	0
H.	LIABILITIES			
1.	Accounts Payable	9500	633,806	0
2.	Due to Grantor Government	9590	0	0
3.	Current Loans	9640	0	0
4.	Deferred Rent		1,245	
5.	Deferred Revenue	9650	0	0
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0
7.	TOTAL LIABILITIES		635,051	0
I.	FUND BALANCE			
	Ending Fund Balance, June 30 (G9-H6)			
	(must agree with Line F2)		343,644	0

343,644 0.00

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues 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 (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.			0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total	
A. REVENUES						
1.	LCFF Sources					
	State Aid - Current Year	8011	783,597		783,597	
	Education Protection Account State Aid - Current year	8012	41,201		41,201	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,107,901		1,107,901	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		1,932,699	0	1,932,699	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		0	0	
	Federal Funding - Title I	8290		0		Schools do not get any Title Funding
	Federal Funding - Title II-A	8290		0		
	Federal Funding - Title IV	8290		0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	0	0	0	
	Federal Funding - E-Rate		0	0	0	
	Total, Federal Revenues		0	0	0	
3.	Other State Revenues					
	Special Education - State	StateRevSE		129,011	129,011	
	All Other State Revenues	StateRevAO	43,227	11,682	54,909	
	Mandated Cost Reimbursement	StateRevAO	4,031			
	Lottery	StateRevAO	39,196	0		Adjust for restricted amount
	Special Education Dispute Prevention	StateRevAO	0	458		
	Special Education Learning Recovery	StateRevAO	0	11,224		
	ERMHS	StateRevAO	0			
	Miscellaneous State Funds	StateRevAO	0			
	Prior Year Adjustments	StateRevAO	0			
	Total, Other State Revenues		43,227	140,693	183,919	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	525	0	525	Include DPC
	Interest Income	LocalRevAO	525			
	Total, Local Revenues		525	0	525	
5.	TOTAL REVENUES		1,976,450	140,693	2,117,143	2,117,142.90 0.00
B. EXPENDITURES						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	434,635	61,957	496,591	
	Certificated Pupil Support Salaries	1200	40,252		40,252	
	Certificated Supervisors' and Administrators' Salaries	1300	60,821	14,640	75,461	Add SPED LR
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		535,707	76,597	612,304	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	0	0	0	

Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
Clerical and Office Salaries	2400	0	0	0		
Other Non-certificated Salaries	2900	53,114	0	53,114	Add SPED LR	
Total, Non-certificated Salaries		53,114	0	53,114		665,417.96 0.00

Description		Object Code	Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	95,608	13,575	109,184
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	11,831	1,111	12,942
	Health and Welfare Benefits	3401-3402	130,054.63	19,167	149,222
	Unemployment Insurance	3501-3502	7,949	1,034	8,983
	Workers' Compensation Insurance	3601-3602	11,776	1,532	13,308
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		257,219	36,419	293,638
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	369,793	11,682	381,475
	<i>Tangible and Intangible Instructional Materials</i>	<i>4200</i>	<i>377,170</i>		
	<i>Other Curriculum</i>	<i>4200</i>	<i>4,305</i>		
	<i>Minus Restricted Lottery Funds</i>	<i>4200</i>	<i>(11,682)</i>		
	Materials and Supplies	4300	171,736	0	171,736
	<i>Office Supplies</i>	<i>4300</i>	<i>982</i>		
	<i>Equipment/Supplies</i>	<i>4300</i>	<i>6</i>		
	<i>Expensed Furniture and Equipment</i>	<i>4300</i>	<i>4,265</i>		
	<i>ConnexusTM Annual License (LMS)</i>	<i>4300</i>	<i>152,600</i>		
	<i>Hardware/Software - Employees</i>	<i>4300</i>	<i>8,050</i>		
	<i>School Curriculum Supplies</i>	<i>4300</i>	<i>5,833</i>		
	<i>Graduation</i>	<i>4300</i>	<i>0</i>		
	Noncapitalized Equipment	4400	94,588	0	94,588
	<i>Student Technology Assistance</i>	<i>4400</i>	<i>94,588</i>		
	<i>Student Testing Technology</i>	<i>4400</i>	<i>0</i>		
	Food	4700	0	0	0
	Total, Books and Supplies		636,117	11,682	647,799
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	390,030	31,050	421,080
	<i>Educational Resource Center</i>	<i>5100</i>	<i>32,046</i>		
	<i>Short-Term Substitute Teaching</i>	<i>5100</i>	<i>19,446</i>		
	<i>Direct Course Instruction Support</i>	<i>5100</i>	<i>10,249</i>		
	<i>Technical Support and Repairs</i>	<i>5100</i>	<i>38,150</i>		
	<i>Enrollment and Records Management</i>	<i>5100</i>	<i>14,793</i>		
	<i>Human Resources Support</i>	<i>5100</i>	<i>16,771</i>		
	<i>Facility Support Services</i>	<i>5100</i>	<i>1,050</i>		
	<i>Community Outreach</i>	<i>5100</i>	<i>0</i>		
	<i>Accounting and Regulatory Reporting</i>	<i>5100</i>	<i>12,717</i>		
	<i>Treasury Services</i>	<i>5100</i>	<i>40,213</i>		
	<i>Marketing Services</i>	<i>5100</i>	<i>26,809</i>		
	<i>Special Populations Consultative Services</i>	<i>5100</i>		<i>31,050</i>	
	<i>Contractual Service Credit</i>	<i>5100</i>	<i>0</i>		
	<i>School Administration</i>	<i>5100</i>	<i>160,853</i>		
	<i>Sales and Use Tax</i>	<i>5100</i>	<i>16,932</i>		
	Travel and Conferences	5200	2,765	0	2,765
	<i>Travel and Conferences - Administration</i>	<i>5200</i>	<i>1,672</i>		
	<i>Travel and Conferences - Teachers</i>	<i>5200</i>	<i>510</i>		
	<i>Board Expenses</i>	<i>5200</i>	<i>0</i>		
	<i>Student Activities</i>	<i>5200</i>	<i>584</i>		
	Dues and Memberships	5300	5,749	0	5,749
	<i>Dues</i>	<i>5300</i>	<i>5,749</i>		
	Insurance	5400	669	0	669
	<i>Insurance - D&O</i>	<i>5400</i>	<i>669</i>		
	Operations and Housekeeping Services	5500	875	0	875
	<i>Maintenance & Repair</i>	<i>5500</i>	<i>875</i>		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	15,412	0	15,412
	<i>Copiers/Reproduction</i>	<i>5600</i>	<i>533</i>		
	<i>Office Rent</i>	<i>5600</i>	<i>12,846</i>		
	<i>Rent Operating Expense</i>	<i>5600</i>	<i>1,383</i>		
	<i>Rent Storage Unit</i>	<i>5600</i>	<i>419</i>		
	<i>Utilities</i>	<i>5600</i>	<i>231</i>		

959,056.45

0.00

Move to '4100'

Move to Local Revenue when applied

Professional/Consulting Services and Operating Expend.
Student Testing & Assessment
Staff Recruiting
Staff Training/Prof. Dvlpmt.
Team Building
BoA Credit Suspense
Banking Fees

5800	91,727	128,713	220,440
5800	80		
5800	549		
5800	34,764		
5800	115		
5800	0		
5800	368		

		Financial Audit	5800	3,262		
		District Administrative Fees	5800	5,833		
		District Oversight	5800	23,332		
		SELPA Administration	5800	7,765		
		STRS Reporting	5800	1,085		
		Accreditation and Consulting	5800	1,100		
		Internet Subsidy Payment Processing	5800	5,629		
		Legal	5800	2,054		
		Other School Contracted Services	5800	1,184		
		Other School Expenses	5800	(1)		
		AERIES	5800	3,012		
		Summer School	5800	1,595		
		Special Education Related Services	5800		128,713	
	Communications		5900	21,283	0	21,283
		ISP Payment Reimbursement	5900	6,355		
		Curriculum Postage	5900	12,205		
		Office Postage	5900	1,042		
		High-Speed Internet	5900	713		
		Voice Over IP Services	5900	0		
		Phone	5900	969		
	Total, Services and Other Operating Expenditures			528,510	159,763	688,273
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170		0	0	0
	Buildings and Improvements of Buildings	6200		0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0
	Equipment	6400		0	0	0
	Equipment Replacement	6500		0	0	0
	Total, Capital Outlay			0	0	0
7.	Other Outgo					
	Tuition to Other Schools	7110-7143		0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0
	All Other Transfers	7280-7299		0	0	0
	Debt Service:					
	Interest	7438		0	0	0
	Principal (for modified accrual basis only)	7439		0	0	0
	Total, Other Outgo			0	0	0
8.	TOTAL EXPENDITURES			2,010,667	284,460	2,295,128
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			(34,217)	(143,768)	(177,985)
	Description	Object Code		Unrestricted	Restricted	Total
D.	OTHER FINANCING SOURCES / USES					
1.	Other Sources	8930-8979		0	0	0
2.	Less: Other Uses	7630-7699		0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES			0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,217)	(143,768)	(177,985)
F.	FUND BALANCE, RESERVES					
1.	Beginning Fund Balance					
a.	As of July 1	9791		34,597	0	34,597
b.	Adjustments/Restatements to Beginning Balance	9793, 9795		0	0	0
c.	Adjusted Beginning Balance			34,597	0	34,597
2.	Ending Fund Balance, June 30 (E + F1c)			380	(143,768)	(143,388)
	Components of Ending Fund Balance (Optional):					
	Reserve for Revolving Cash (equals object 9130)	9711			0	0

(177,984.83) 0.00

	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740		0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	380	(143,768)	(143,388)
G. ASSETS					
1.	Cash				
	In County Treasury	9110		0	0

	Fair Value Adjustment to Cash in County Treasury	9111		0	0
	In Banks	9120	769,122	0	769,122
	In Revolving Fund	9130		0	0
	With Fiscal Agent	9135		0	0
	Collections Awaiting Deposit	9140		0	0
2.	Investments	9150		0	0
3.	Accounts Receivable	9200	1,479,404	0	1,479,404
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	0	0	0
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		2,248,526	0	2,248,526
H. LIABILITIES					
1.	Accounts Payable	9500	2,370,521	0	2,370,521
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Rent		2,327		2,327
5.	Deferred Revenue	9650	19,066	0	19,066
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
7.	TOTAL LIABILITIES		2,391,914	0	2,391,914
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		(143,388)	0	(143,388)

(143,388) (0.00)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues 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 (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
	TOTAL	0	0	0

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

	Objects of Expenditures	Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
	TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:

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

<input type="checkbox"/>	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
<input checked="" type="checkbox"/>	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

	Description	Object Code	Unrestricted	Restricted	Total
A.					
1.	LCFF Sources				
	State Aid - Current Year	8011	94,850		94,850
	Education Protection Account State Aid - Current year	8012	9,395		9,395
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	337,419		337,419
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		441,665	0	441,665
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		0	0
	Federal Funding - Title I	8290		0	
	Federal Funding - Title II-A	8290		0	
	Federal Funding - Title IV	8290		0	
	Prior Year Adjustments	8019			0
Equipment/Supplies					
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	0	0	0
	Federal Funding - E-Rate		0	0	
	Total, Federal Revenues		0	0	0
3.	Other State Revenues				
	Special Education - State	StateRevSE		29,138	29,138
	All Other State Revenues	StateRevAO	9,411	2,774	12,185
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	559		
	Lottery	StateRevAO	8,852		
	Special Education Dispute Prevention	StateRevAO	0	95	
	Special Education Learning Recovery	StateRevAO	0	2,679	
	ERMHS	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		9,411	31,912	41,323
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	1,108	0	1,108
	Interest Income	LocalRevAO	1,108		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		1,108	0	1,108
5.	TOTAL REVENUES		452,184	31,912	484,095
B.	EXPENDITURES				
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	107,059	15,344	122,403
	Certificated Pupil Support Salaries	1200	10,076	0	10,076
	Certificated Supervisors' and Administrators' Salaries	1300	12,742	3,067	15,809

Add SPED LR

484,095.19 0.00

Other Certificated Salaries		1900	0	0	0		
Total, Certificated Salaries			129,877	18,411	148,288		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	0	0	0		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	11,128	0	11,128	Add SPED LR	
Total, Non-certificated Salaries			11,128	0	11,128	159,415.88	0.00

Description		Object Code	Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	(160)	22,560	22,400
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	2,734	267	3,001
	Health and Welfare Benefits	3401-3402	26,132.95	4,002	30,134
	Unemployment Insurance	3501-3502	1,904	249	2,152
	Workers' Compensation Insurance	3601-3602	2,820	368	3,188
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		33,431	27,445	60,877
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	81,374	2,774	84,148
	Tangible and Intangible Instructional Materials	4200	83,249		
	Other Curriculum	4200	899		
	Minus Restricted Lottery Funds	4200	(2,774)		
	Materials and Supplies	4300	34,771	0	34,771
	Office Supplies	4300	202		
	Equipment/Supplies	4300	3		
	Expensed Furniture and Equipment	4300	850		
	Connexus™ Annual License (LMS)	4300	31,150		
	Hardware/Software - Employees	4300	1,400		
	School Curriculum Supplies	4300	1,167		
	Graduation	4300	0		
	Noncapitalized Equipment	4400	23,479	0	23,479
	Student Technology Assistance	4400	23,479		
	Student Testing Technology	4400	0		
	Food	4700	0	0	0
	Total, Books and Supplies		139,625	2,774	142,399
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	76,928	4,200	81,128
	Educational Resource Center	5100	6,542		
	Short -Term Substitute Teaching	5100	3,962		
	Direct Course Instruction Support	5100	668		
	Technical Support and Repairs	5100	7,788		
	Enrollment and Records Management	5100	3,290		
	Human Resources Support	5100	2,917		
	Facility Support Services	5100	175		
	Community Outreach	5100	0		
	Accounting and Regulatory Reporting	5100	2,596		
	Treasury Services	5100	7,959		
	Marketing Services	5100	5,306		
	Special Populations Consultative Services	5100		4,200	
	Contractual Service Credit	5100	0		
	School Administration	5100	31,834		
	Sales and Use Tax	5100	3,893		
	Travel and Conferences	5200	911	0	911
	Travel and Conferences - Administration	5200	340		
	Travel and Conferences - Teachers	5200	105		
	Board Expenses	5200	0		
	Student Activities	5200	466		
	Dues and Memberships	5300	974	0	974
	Dues	5300	974		
	Insurance	5400	140	0	140
	Insurance - D&O	5400	140		
	Operations and Housekeeping Services	5500	183	0	183
	Maintenance & Repair	5500	183		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	3,226	0	3,226
	Copiers/Reproduction	5600	109		
	Office Rent	5600	2,691		
	Rent Operating Expense	5600	290		
	Rent Storage Unit	5600	88		
	Utilities	5600	48		

220,292.43

0.00

Professional/Consulting Services and Operating Expend.
Student Testing & Assessment
Staff Recruiting
Staff Training/Prof. Dvlpmt.
Team Building

5800	18,477	33,223	51,699
5800	14		
5800	115		
5800	7,254		
5800	24		

		BoA Credit Suspense	5800	0		
		Banking Fees	5800	302		
		Financial Audit	5800	665		
		District Oversight	5800	4,532		
		SELPA Administration	5800	1,337		
		STRS Reporting	5800	227		
		Accreditation and Consulting	5800	1,100		
		Internet Subsidy Payment Processing	5800	1,289		
		Legal	5800	419		
		Other School Contracted Services	5800	237		
		Other School Expenses	5800	(0)		
		AERIES	5800	631		
		Summer School	5800	330		
		Special Education Related Services	5800		33,223	
	Communications		5900	4,739	0	4,739
		ISP Payment Reimbursement	5900	1,468		
		Curriculum Postage	5900	2,714		
		Office Postage	5900	211		
		High-Speed Internet	5900	147		
		Voice Over IP Services	5900	0		
		Phone	5900	199		
	Total, Services and Other Operating Expenditures			105,578	37,423	143,001
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170		0	0	0
	Buildings and Improvements of Buildings	6200		0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0
	Equipment	6400		0	0	0
	Equipment Replacement	6500		0	0	0
	Total, Capital Outlay			0	0	0
7.	Other Outgo					
	Tuition to Other Schools	7110-7143		0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0
	All Other Transfers	7280-7299		0	0	0
	Debt Service:					
	Interest	7438		0	0	0
	Principal (for modified accrual basis only)	7439		0	0	0
	Total, Other Outgo			0	0	0
8.	TOTAL EXPENDITURES			419,639	86,053	505,692
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			32,544	(54,141)	(21,597)
D.	OTHER FINANCING SOURCES / USES					
	1. Other Sources	8930-8979		0	0	0
	2. Less: Other Uses	7630-7699		0	0	0
	3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0	0	0
	4. TOTAL OTHER FINANCING SOURCES / USES			0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			32,544	(54,141)	(21,597)
F.	FUND BALANCE, RESERVES					
	1. Beginning Fund Balance					
	a. As of July 1	9791		10,240	0	10,240
	b. Adjustments/Restatements to Beginning Balance	9793, 9795		0	0	0
	c. Adjusted Beginning Balance			10,240	0	10,240
	2. Ending Fund Balance, June 30 (E + F1c)			42,784	(54,141)	(11,357)
	Components of Ending Fund Balance (Optional):					

(21,596.90) 0.00

Reserve for Revolving Cash (equals object 9130)	9711		0	0
Reserve for Stores (equals object 9320)	9712	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
Reserve for All Others	9719	0	0	0
General Reserve	9730	0	0	0
Legally Restricted Balance	9740		0	0
Designated for Economic Uncertainties	9770	0	0	0
Other Designations	9775, 9780	0	0	0
Undesignated / Unappropriated Amount	9790	42,784	(54,141)	(11,357)

(11,357.30)

(0.00)

G. ASSETS						
1.	Cash					
	In County Treasury	9110		0		0
	Fair Value Adjustment to Cash in County Treasury	9111		0		0
	In Banks	9120	457,834	0		457,834
	In Revolving Fund	9130		0		0
	With Fiscal Agent	9135		0		0
	Collections Awaiting Deposit	9140		0		0
2.	Investments	9150		0		0
3.	Accounts Receivable	9200	341,442	0		341,442
4.	Due from Grantor Government	9290	0	0		0
5.	Stores	9320	0	0		0
6.	Prepaid Expenditures (Expenses)	9330	0	0		0
7.	Other Current Assets	9340	0	0		0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0		0
9.	TOTAL ASSETS		799,276	0		799,276
H. LIABILITIES						
1.	Accounts Payable	9500	785,090	0		785,090
2.	Due to Grantor Government	9590	0	0		0
3.	Current Loans	9640	0	0		0
4.	Deferred Rent		487			487
5.	Deferred Revenue	9650	25,056	0		25,056
6.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0		0
7.	TOTAL LIABILITIES		810,633	0		810,633
I. FUND BALANCE						
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(11,357)	0		(11,357)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues 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 (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$21,357
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$21,357

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$5,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$5,000
2021-22 Title IV, Part A allocation after transfers out	\$5,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$139,352
Transferred-in amount (+)	\$5,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$144,352

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$151
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$141

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$141
School parent and family engagement reservation	\$151
Amount available for Title I, Part A school allocations	\$144,060

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$21,357
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$21,357
Repayment of funds	\$0
2021-22 Total allocation	\$21,357
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$21,357

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$5,000
2021-22 Title IV, Part A LEA available allocation	\$5,000
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$5,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$13,427
2018-19 Title II, Part A total apportionment issued	\$13,427
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$13,427

Professional Development Expenditures

Professional development for teachers	\$13,427
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$13,427
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cd.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy Central Valley	0112458	K	12	3	665	392

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy Central Valley	0112458	Y	59%	01/27/2009		

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office ,TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

a - Below LEA average and at or above 35% student low income
d - Waiver for a desegregation plan on file
e - Grandfather provision
f - Feeder pattern

Low income measureFRPM
Ranking Schools Highest to LowestWithin the LEA
LEA-wide low income %58.95%
Available Title I, Part A school allocations\$144,060
Available parent and family engagement reservation\$151

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020–21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy Central Valley	0112458	3	665	392	58.95	*	*	1	367.50	144060.00	\$0	\$151	144211.00	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$129,149
Transferred-in amount	\$5,000
2020-21 Title I, Part A LEA available allocation	\$134,149
Expenditures and obligations through September 30, 2021	\$134,149
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$5,000
2020-21 Title IV, Part A LEA available allocation	\$5,000

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$3,800
Safe and Healthy Students activities	\$1,200
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$5,708
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$5,708

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$9,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$9,000
2021-22 Title IV, Part A allocation after transfers out	\$1,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$35,422
Transferred-in amount (+)	\$9,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$44,422

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$875
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$47

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$47
School parent and family engagement reservation	\$875
Amount available for Title I, Part A school allocations	\$43,500

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$5,708
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$5,708
Repayment of funds	\$0
2021-22 Total allocation	\$5,708
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$5,708

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$9,000
2021-22 Title IV, Part A LEA available allocation	\$1,000
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$1,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$4,202
2018-19 Title II, Part A total apportionment issued	\$4,202
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$4,202

Professional Development Expenditures

Professional development for teachers	\$4,202
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$4,202
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cd.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy North Bay	0129601	K	12	3	171	87

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy North Bay	0129601	Y	52%	11/29/2016		

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office ,TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cd.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM
Ranking Schools Highest to Lowest Within the LEA
LEA-wide low income % 50.88%
Available Title I, Part A school allocations \$43,500
Available parent and family engagement reservation \$875

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy North Bay	0129601	3	171	87	50.88	*	*	1	500.00	43500.00	\$0	\$875	44375.00	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$28,921
Transferred-in amount	\$9,000
2020-21 Title I, Part A LEA available allocation	\$37,921
Expenditures and obligations through September 30, 2021	\$37,921
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$9,000
2020-21 Title IV, Part A LEA available allocation	\$1,000

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$760
Safe and Healthy Students activities	\$240
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$36,010
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$36,010

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$13,995
Transferred to Title I, Part A	\$2,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$2,000
2021-22 Title IV, Part A allocation after transfers out	\$11,995

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$211,768
Transferred-in amount (+)	\$2,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$213,768

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$314

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$314
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$213,454

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$36,010
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$36,010
Repayment of funds	\$0
2021-22 Total allocation	\$36,010
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$36,010

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$13,995
Funds transferred-in amount	\$0
Funds transferred-out amount	\$2,000
2021-22 Title IV, Part A LEA available allocation	\$11,995
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$11,995

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$29,162
2018-19 Title II, Part A total apportionment issued	\$29,162
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$29,162

Professional Development Expenditures

Professional development for teachers	\$29,162
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$29,162
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cd.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy @ Ripon	0125849	K	12	3	1,626	676

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office ,TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy @ Ripon	0125849	Y	41%	01/23/2013		

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office ,TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDerosc@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM
Ranking Schools Highest to Lowest Within the LEA
LEA-wide low income % 41.57%
Available Title I, Part A school allocations \$213,454
Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy @ Ripon	0125849	3	1626	676	41.57	*	*	1	315.76	213453.76	\$0	\$0	213453.76	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$200,380
Transferred-in amount	\$2,500
2020-21 Title I, Part A LEA available allocation	\$202,880
Expenditures and obligations through September 30, 2021	\$202,880
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$14,602
Funds transferred-in amount	\$0
Funds transferred-out amount	\$2,500
2020-21 Title IV, Part A LEA available allocation	\$12,102

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$9,198
Safe and Healthy Students activities	\$2,904
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$615,586
Transferred-in amount	\$6,000
2020-21 Title I, Part A LEA available allocation	\$621,586
Expenditures and obligations through September 30, 2021	\$621,586
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$44,793
Funds transferred-in amount	\$0
Funds transferred-out amount	\$6,000
2020-21 Title IV, Part A LEA available allocation	\$38,793

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$29,483
Safe and Healthy Students activities	\$9,310
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$97,415
2018-19 Title II, Part A total apportionment issued	\$97,415
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$97,415

Professional Development Expenditures

Professional development for teachers	\$97,415
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$97,415
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$118,606
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$118,606

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$42,994
Transferred to Title I, Part A	\$7,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$7,000
2021-22 Title IV, Part A allocation after transfers out	\$35,994

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$714,146
Transferred-in amount (+)	\$7,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$721,146

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$7,141
School parent and family engagement	\$7,141
LEA parent and family engagement	\$16
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$957

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$973
School parent and family engagement reservation	\$7,141
Amount available for Title I, Part A school allocations	\$713,032

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$118,606
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$118,606
Repayment of funds	
2021-22 Total allocation	\$118,606
Administrative and indirect costs	
Equitable services for nonprofit private schools	
2021-22 Title II, Part A adjusted allocation	\$118,606

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$42,994
Funds transferred-in amount	\$0
Funds transferred-out amount	\$7,000
2021-22 Title IV, Part A LEA available allocation	\$35,994
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2021-22 Title IV, Part A LEA adjusted allocation	\$35,994

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cd.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy Southern California	0106765	K	12	3	4,868	2,219

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy Southern California	0106765	Y	45%	01/27/2009		

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office ,TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office,RDeros@cdca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

Is a single school LEA

Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

a - Below LEA average and at or above 35% student low income

d - Waiver for a desegregation plan on file

e - Grandfather provision

f - Feeder pattern

Low income measure

FRPM

Ranking Schools Highest to Lowest

Within the LEA

LEA-wide low income %

45.58%

Available Title I, Part A school allocations

\$713,032

Available parent and family engagement reservation

\$7,141

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy Southern California	0106765	3	4868	2219	45.58	*	*	1	321.33	713031.27	\$0	\$7,141	720172.27	

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



Comprehensive School Safety Plan

*To comply with AB 1747
And including elements from
Ed.Code Section 32282 (a)(2)(A) through (H)*

Richie Romero~~Richard Savage~~, Ed.D.,

Executive Director

California Connections Academy Schools

33727 Valle Road

San Juan Capistrano, CA 92675

And

580 N. Wilma, Suite G

Ripon, CA 95366

Initially approved by Board of Directors on February 26, 2019

Reviewed by School Safety Committee on February 10, 2020
with no changes recommended

Reviewed and ratified by Board of Directors with updates
on February 23, 2021

Reviewed by Board of Directors on February 22, 2022

Introduction

California Connections Academy Schools are online public charter schools. This plan will apply to all of the California Connections Academy Schools operated by the California Online Public Schools governing board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host in person state testing, field trips, and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event.

Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact children have passed appropriate background screening measures. (see also the CalCA Employee Handbook)

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

Non-Imminent Danger Reporting Protocols

School staff of California Connections Academy schools should follow reporting protocols for non-imminent danger if there are concerns for students and there are not immediate risks for personal safety for them or their family members.

Non-imminent danger situations are concerning, but the student is not in immediate danger or in a life-threatening situation that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, WebMail messages, or phone calls with students, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or school leader.

School Staff Responsibilities:

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, **the Log should be marked as "Confidential."**
2. Inform the school leader or counselor from a separate phone or via instant message.
 - a. If the school leader or counselor is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
3. Create a Child Welfare IssueAware ticket with the following fields:
 - a. Name: School Name: Student ID First Initial Last Name, Student Concern
 - b. System: Schools
 - c. Component: Child Welfare
 - d. Type: Select your school
 - e. Urgency: Important
 - f. Mark the ticket as Private
4. The school leader and/or counselor will determine if the reporting staff member **should make a report to children's services.**
 - a. **If so, the reporting staff member should contact children's services as the person who initiated the student concern.**
 - b. **Search online for "children's services in city/county" where the student lives.**
 - c. In the Child Welfare IA, note the incident number and the agency actions, e.g. if they will open an investigation.
5. Make the School Leader and/or lead Counselor ticket owner to follow through on next steps. He or she will contact you if any further actions or details are needed.

(see also Non-Imminent Danger Handout in the Virtual Library)

Imminent Danger Reporting Protocols

School Staff associated with California Connections Academy schools should follow reporting protocols for imminent danger if a student or family member has an immediate risk to their personal safety.

Imminent danger refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an immediate threat of harm.

It is considered imminent danger when a student's apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Students can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is

imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

School Staff Responsibilities

1. Upon receipt of the concern, the staff member will do one or both of the following:
 - a. **Make a report with local children's services.**
 - i. **Search online for "children's services in city/county" where the student lives.**
 - ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to a Child Welfare IA in the subsequent steps of the process.
 - b. Contact 911 if it is recommended by the agency or if the student requires immediate medical attention.
 - i. Call 911, either locally or in the city and state, in which the situation is occurring. **Have the student's name and address ready.**
 - ii. Keep the student engaged in conversation and confirm his or her address or other information that will assist emergency services in locating them.
 - iii. Remain on the line with 911 until emergency personnel arrives at **the student's** location or as otherwise instructed by the 911 operator.
2. Inform the school leader from a separate phone or via instant message.
 - a. If the school leader is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the **Log should be marked as "Confidential."**
4. Create a Child Welfare IssueAware ticket with the following fields:
 - a. Name: School Name: Student ID First Initial Last Name, Student Concern
 - b. System: Schools
 - c. Component: Child Welfare
 - d. Type: Select your school
 - e. Urgency: Urgent
 - f. Mark the ticket as Private
5. Your School Leader and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.
(see also the Imminent Danger Handout in the Virtual Library)

Disaster and Criminal Incident Procedures

The welfare of the students and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of students and staff first.

Preparation/Preventative Measures:

- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
 - An emergency kit with
 - Emergency Folder
 - The school emergency action plan, outlined below
 - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
 - A sheet with onsite staff names and contact information
 - A paper copy of parent emergency contact numbers by student
 - Copies of [Accident/Injury Reports](#) Forms
 - Copies of Incident Report Forms
 - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
 - Rally point - A location, most likely in the parking lot, located a safe distance from the ~~building~~ venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, students will not be released to family members until a roll call is completed to ensure all students are safe and accounted for.

Emergency	Action Plan
Evacuation	<p>Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building</p> <ul style="list-style-type: none">• Immediately, all onsite staff will assist with evacuating all students outside calmly and safely.<ul style="list-style-type: none">◦ A staff member should lead the students, another should be in the middle, and the others should be behind the students◦ No running should be permitted to avoid trampling and/or other potential injuries

	<ul style="list-style-type: none"> ○ Always use the stairs if on an upper floor • Once students are at a safe distance outside, on site staff will do a roll call to ensure that all students are accounted for, including staff. • If families are onsite during the emergency, staff SHOULD NOT release students until after roll call • Staff should follow-up with students to ensure that there were no injuries during evacuation and that no emergency assistance is required. • Depending on the severity of the emergency, at the discretion of a school principal or designee, the event will continue, or the students will be dismissed.
Medical Emergency	<p>In the event of a medical emergency</p> <ul style="list-style-type: none"> • Call 911 <ul style="list-style-type: none"> ○ Provide the nature of the emergency ○ Provide the site address & specific location • The onsite staff must isolate and secure the area or affected student(s) to avoid panic and/or further injuries <ul style="list-style-type: none"> ○ If a student is severely injured, he or she SHOULD NOT be moved unless otherwise instructed by the emergency response team. • Staff identifies the individual(s) injured and calls contacts the caretaker(s) immediately • On site staff informs the state testing team, school leader, and venue manager of the emergency immediately • NEVER leave injured student(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the student(s), if possible • If an ambulance ride is required, the site lead staff should make a note of the hospital the student(s) is/are being transferred to and follow-up with the family immediately • Staff MUST complete the Accident/Injury Report and send it to the school leader as soon as possible. • The event may continue for the uninjured parties. If students are impacted and unable to continue testing after the incident, they should be dismissed
Assault/Fights	<p>Among students</p> <ul style="list-style-type: none"> • Staff should ensure the safety of all students and staff • Staff should de-escalate and defuse the situation

	<ul style="list-style-type: none"> • Staff should call 911 if necessary <ul style="list-style-type: none"> ◦ Immediately call 911 if weapons are visible/involved • On site staff should call 911 if a student or students are severely injured and follow the action plan for medical emergencies • The on-site staff will notify the school leader <ul style="list-style-type: none"> ◦ An administrator will notify the caretakers of the students involved • The on-site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ◦ Ask victim(s) and/or witness(es) for their account of the incident ◦ Submit an incident report to the school leader <p>Among Caretakers</p> <ul style="list-style-type: none"> • Staff should ensure the safety of all students and staff and move students away from the location of the incident • For verbal altercations, staff at their discretion can attempt to de-escalate or defuse the situation <ul style="list-style-type: none"> ◦ If an altercation escalates staff should immediately call 911 • For physical altercations, DO NOT attempt to de-escalate <ul style="list-style-type: none"> ◦ If an onsite security guard is not available, contact 911 • Call 911 immediately if <ul style="list-style-type: none"> ◦ Weapons are visible/involved ◦ Someone threatens another's life ◦ Unable to de-escalate and altercation is escalating • On site staff will notify the school leader • On site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ◦ Ask victim(s) and/or witness(es) for their account of the incident ◦ Submit an incident report to the school leader within 24 hours.
Active Shooter	<p>Annually all CalCA staff will</p> <ul style="list-style-type: none"> • Sign up for an active shooter training course • Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system

- Make a site-specific plan with administrators and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter
 - Understand the plans for individuals with disabilities or other access and functional needs
- Describe expectations
- Describe accountability process
- Be trained to
 - Be aware of their environment and any possible dangers
 - Look for the two nearest exits
 - Outline an escape path
 - Identify hiding places
 - Say something if suspicious
 - Alert venue manager
 - Alert local authority

In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.

Active Shooter Outside/Inside the Building

- CALL 911 immediately
 - Try to communicate with police as quietly as possible
 - If you cannot speak, leave the line open and allow the dispatcher to listen
 - If you were able to see the offender(s), give a description of the person(s)
 - If you heard any gunshots or explosions, provide a description and location or approximate location
 - If you observed any victims, give a description of the location and number of victims
 - If you observed any suspicious devices, provide the location and a description
 - Follow **dispatchers'** instructions
- If possible, notify onsite staff and with their assistance
 - Notify other staff and venue manager (*if possible*)
 - Quickly and safely lock and barricade all doors and windows
 - Turn off the lights, close the blinds, and block windows

- Turn off devices that emit sounds
- **Silence cell phones (make sure they won't vibrate)**
- Quick Head Count - Count the number of students in the room
 - Moving forward this will be the group of students you will be keeping track of
 - If able, write number on hand
- Remain calm and keep students calm
- If there is an opportunity to escape, do so!
 - Quickly and quietly away from the intruder
 - Leave your belongings behind
 - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- **Don't hide in groups-** spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
 - Concrete walls
 - thick tables
 - filing cabinets
- Remain absolutely quiet!
 - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
 - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

After the incident

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.

- Keep hands visible and empty

	<ul style="list-style-type: none"> ○ Universal surrender position, hands empty, palms up and fingers spread • Officers will shout commands and may push individuals to the ground for their safety • Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed • Take care of yourself first, and then you may be able to help the wounded before first responders arrive • Apply direct pressure to wounded areas • Turn wounded people onto their sides if they are unconscious and keep them warm • Attempt to keep wounded alert and conscious by talking to them • Do a head count to ensure your group is accounted for <ul style="list-style-type: none"> ○ Take a roster of students and call the school office ○ Report any injuries ○ Do not leave students alone ○ After the head count if students are missing notify the authorities and have the school notify the caretaker(s) • If possible, attempt to reunite at the agreed meeting spot • Attempt to contact onsite staff if separated • School notifies the school leader and HR/legal department immediately
Fire	<p>If a staff member sees</p> <ul style="list-style-type: none"> • fire • smoke • or smells a gas odor <ol style="list-style-type: none"> 1. Pull the fire alarm and evacuate students and staff, following the steps in the evacuation action plan. 2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe.
Weapons or Suspicious Objects/Persons	<p>Observation of, or suspicion of, weapons or threatening objects or persons</p> <p>Suspicion</p>

- If a student or parent is suspected of having a weapon or object on his or her person, DO NOT search
- Immediately notify all present staff, the principal, and venue manager

Confirmed

- Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher
 - Attempt to gather as much information as possible to provide to dispatcher such as:
 - Weapon/Threatening Object
 - Description
 - Location
 - Hostile Person(s)
 - Description of individual(s)
 - Location of individual(s) or incident
 - Direction of travel of individual(s)
 - Vehicle License Plate, if appropriate and possible
- Immediately notify all staff present, the principal, and venue manager
- Weapon/Threatening Object
 - Stop the event and safely evacuate students and staff, following the [evacuation action plan](#)
- Hostile Person(s)/Intruder
 - Stop the event immediately and GET AWAY
 - If you can safely evacuate with students, do so, following the [evacuation action plan](#)
 - Staff must always accompany students
 - All groups are unable to safely evacuate together reunite at agreed meeting point
 - HIDE & LOCK DOWN
 - Quickly and safely move to a secure area, lock down the room and lock and cover any windows
 - Move students away from doors and windows
 - Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move

	<ul style="list-style-type: none"> ▪ If it applies, follow the active shooter emergency action plan
Missing Student	<ul style="list-style-type: none"> • Immediately notify all staff present and stop all activity • With assistance from onsite staff notify the principal and venue manager • With the assistance of the venue manager, lockdown the venue immediately • One staff member should stay with the students on-site. The others should actively search all areas and surrounding areas of the testing site for the missing student(s) • If the student(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) <ul style="list-style-type: none"> ◦ Follow instructions from dispatcher and/or authorities
Severe Storm	<p>In the event of a severe storm, stop all testing and keep students calm</p> <p>Tornadoes, Hurricanes, or Severe Storms</p> <ul style="list-style-type: none"> • Move all students and staff away from doors and windows • Find a secure place or hall with no windows, glass, and objects that may fall on individuals • Monitor the storm • When appropriate, duck and cover • Contact school office immediately <ul style="list-style-type: none"> ◦ After the incident, administration will determine the next steps • Follow the medical emergency plan if any students or staff members are severely injured <p>Earthquakes</p> <ul style="list-style-type: none"> • Have students and staff stay indoors and seek shelter <ul style="list-style-type: none"> ◦ Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows ◦ Or stand in a corner or secure location away from shelving or moving objects/furniture • Stay inside until the shaking is over and then evacuate the building watching for falling items or glass

Reminder steps to complete after an incident:

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts
- If possible, meet at the designated rally point
- Roll call, staff should always maintain a head count and confirm all students and onsite staff are present and not harmed
 - Contact the school office for assistance, if needed
- Staff should always contact the school and inform of incident within 24 hours.
- Depending on the severity of the emergency, at the discretion of the school leader, ~~testing~~ the event will continue or the students will be dismissed and rescheduled
 - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
- If students are to be dismissed, onsite staff should assist students with contacting their families to arrange for pickup
 - Office staff and administration should also assist with contacting families

(see also the CalCA State Testing Plan)

Procedures to Allow Use of School Buildings for Emergency Shelters

The school office locations will allow a public agency, including the American Red Cross, to use school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with the public agency in furnishing and maintaining the services as the agency may deem necessary to meet the needs of the community and will also cooperate with the authorizing district so that the school offices can be used if needed by the authorizing district if they are called upon to provide resources during a disaster or emergency.

Discipline and Due Process for Students

All students enrolled in California Connections Academy 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. 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 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., Connexus). 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, he/she is temporarily removed from class (i.e., Connexus) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator up to 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 Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. **In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments,** responding to WebMail, and recording assessment responses for the student. The student should continue with his/her 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 his/her 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 his/her 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.
- *Unexcused absence*: An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *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 in an attempt 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, 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, he/she is 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.

Expulsion Committee

If the Executive Director finds that a student committed an offense that may justify expulsion, the Executive Director shall refer the matter to the President of the Board of Directors. The Board President has the discretion to determine if the matter will be heard by the Board of Directors or by an Expulsion Committee. Expulsion Committee members will be appointed by the Board President.

The Expulsion Committee shall be comprised of a minimum of three members; at least one committee member will also be a member of the Board of Directors. Impartial and neutral committee members will be selected for each instance requiring review of a **student's potential expulsion. If a matter is referred to the Expulsion Committee, the committee adjudicates in the place of the Board of Directors. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. All committee decisions regarding a student's expulsion are final.**

Due Process for Students

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his/her version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the **student's right to a hearing**. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a **right to review the student's school records prior to the hearing**; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion **Committee's decision and discipline determination. The decision** of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he/she 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 also the CalCA School Handbook Supplement)

Notification of Dangerous Pupils

In accordance with state law, the Executive Director shall inform the teacher of a student who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a teacher shall remain confidential and shall not be further disseminated.

Preventing Workplace Harassment

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not

tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and **that conduct could adversely affect an employee's working conditions. This Policy** applies to harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- Verbal conduct: comments that that could be considered harassing if they are likely to offend a reasonable person
- Visual conduct: visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- Physical conduct: touching that a reasonable person would find offensive
- Sexual Harassment: any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
 - It is **expressed or implied that an employee's submission to or refusal of** the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the **person's employment; or**
 - **The conduct substantially interferes with an individual's employment by** creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being harassed or have been harassed to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY

If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Supervisors, must immediately report any allegations of harassment that are learned of, even if the allegations are against themselves.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.

Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such actions must clearly be directly **related to the employee's own documented performance** issues or policy violations.

ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices

relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.

4. If your issue is not resolved by either Human Resources or School Services, you **can request that your matter be presented to your school's governing body** (if applicable) for final consideration or you can contact them directly. The contact **information for your school's governing body is located on your school's web site.** (see also the CalCA Employee Handbook)

Dress Code (including Gang-Related Apparel)

Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

Safe and Orderly Environment

Required Student Safety Trainings for School Staff

Connections Academy takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- Internet Safety: This course provides valuable information about practicing safe behaviors online.
- Students in Distress: Recognizing and Responding: This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

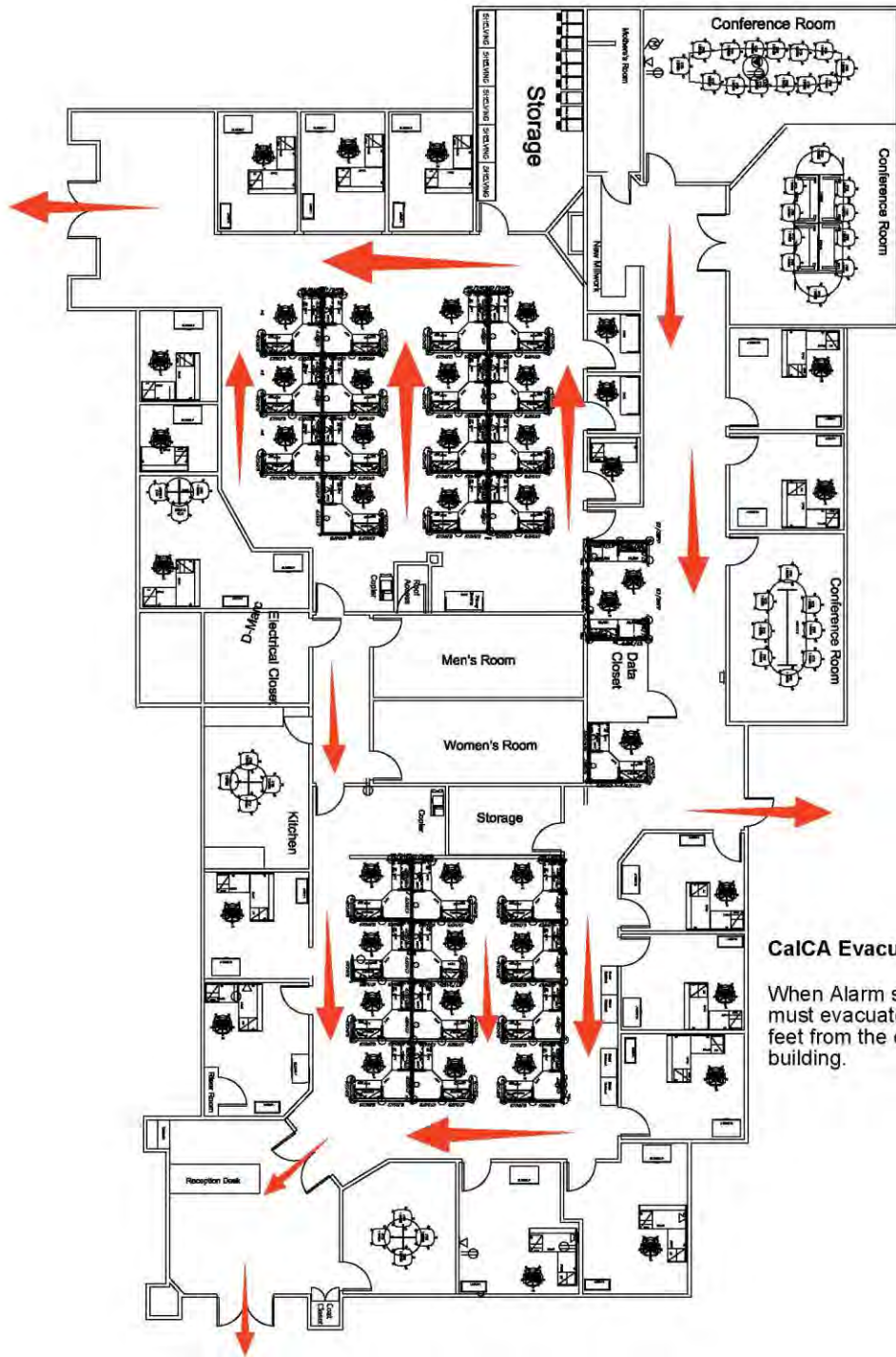
All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation. (see also the CalCA Handbook General Portion)

School and Staff Response to Contagious Illnesses and Infectious Outbreaks

- Contagious Illness Response - If it is made known of an individual having a highly contagious illness that can possibly affect and be contracted to other individuals during an in-person school activity, including activities in the school office(s), all possibly affected families and/or possibly affected personnel will be notified regarding appropriate measures to take considering the infectious agent of concern. The school will maintain confidentiality to the greatest extent possible and/or as required by law or public health authority guidance.
- Pandemic Response - During an epidemic, pandemic, or any known identifiable outbreak that may affect the Schools, appropriate safety measures will be put into place according to the infectious agent of concern and in accordance with state and local public health guidelines with the safety of students, families, and staff in mind.
- Office Usage - Access to School offices may be denied, restricted, or modified if there is a known infectious agent that is opportunistic in spreading to others within the office space.
- School Activity Involvement – Specific, regional, or all face-to-face activities may be modified or canceled according to the location and nature of the infectious agent in relation to the face-to-face activity.

Safe Ingress and Egress

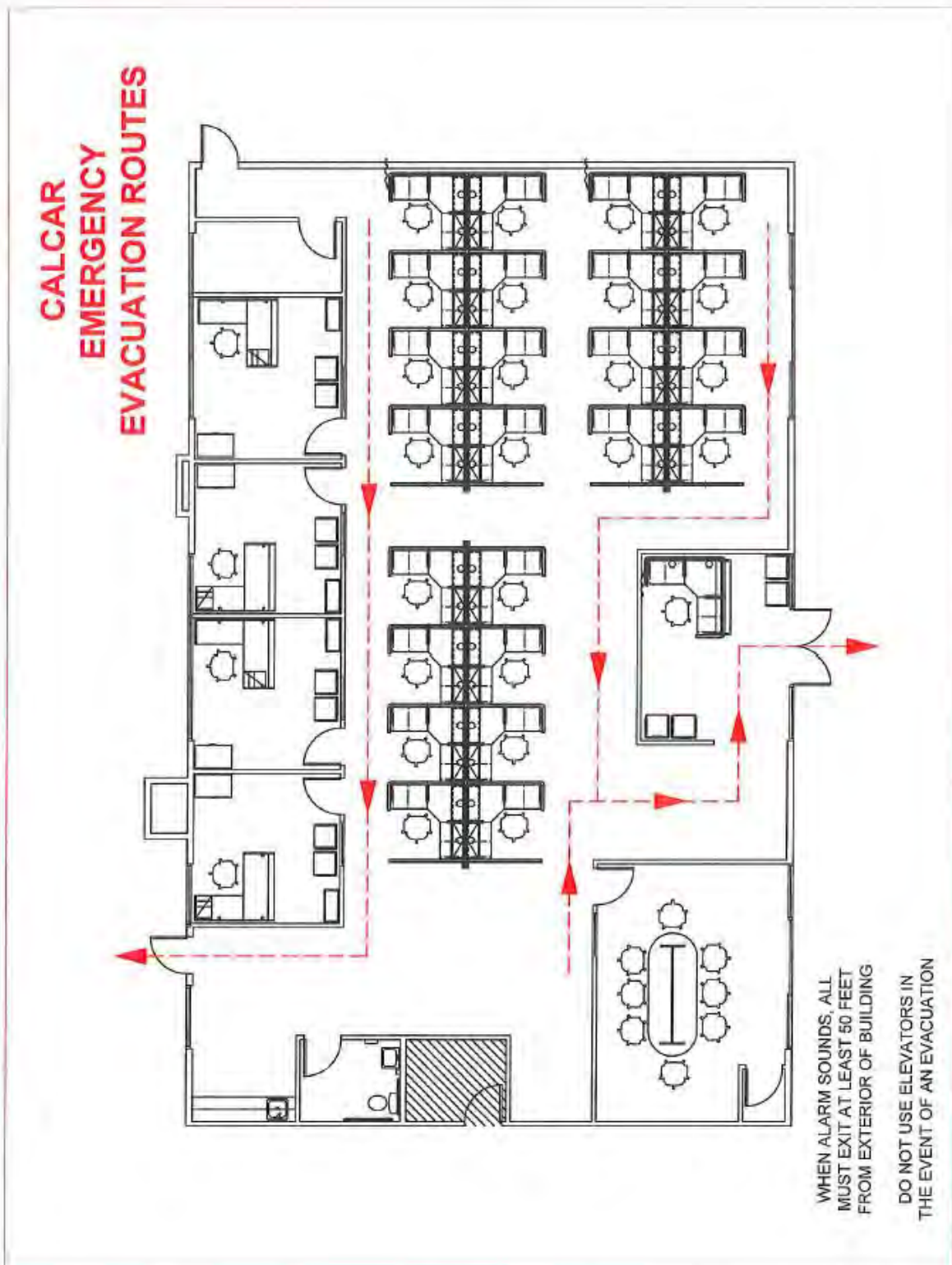
California Connections Academy, Southern California Office
33272 Valle Road, San Juan Capistrano, CA 92675



CalCA Evacuation Plan

When Alarm sounds you must evacuate at least 50 feet from the exterior of the building.

California Connections Academy, Ripon Office
580 N Wilma Ave. Ste. G, Ripon, CA 95366





COVID-19

Preparedness, Prevention and Response Safety Plan

Revisions proposed to approved by California Online Public Schools ("CalOPS") Board of Directors,
operating California Connections Academy Schools on February 22, 2022 ~~January 25, 2022~~ ~~September~~
~~28, 2021~~

Table of Contents

I.	Introduction	3
	Purpose.....	3
	Scope	3
	Facility Overview	4
	School Population and In-person school activities	5
	Organizational Roles and Responsibilities	5
	Worksite Supervisor	5
	COVID-19 Response Committee and CalCA Safety Committee.....	6
II.	Prevention	7
	How COVID-19 Spreads.....	7
	General Preventative Measures	8
	Building Access for Visitors	8
III.	Preparedness	10
	Reopening California	10
	Cal/OSHA COVID-19 Revised Emergency Temporary Standards.....	10
	CDPH Testing-or-Full Vaccination Mandate for K-12 Schools	<u>1312</u>
	PVS Facilities Management-Phased Approach to Re-Entering the Workplace	<u>1413</u>
	Ongoing Virus Transmission Prevention Strategies:	<u>1615</u>
	Engineering Controls	<u>1615</u>
	Spatial Changes	<u>1615</u>
	Social Distancing Measures.....	<u>1716</u>
	Administrative Controls	<u>1817</u>
	Training.....	<u>1817</u>
	Personal Protective Equipment (PPE)	<u>1918</u>
	Face Coverings	<u>1918</u>
	Classifying Worker Exposure to SARS-CoV-2	<u>2019</u>
	High Risk Employees.....	<u>2119</u>
IV.	Response.....	<u>2221</u>
	Process for Employee with Positive (or suspected positive) COVID-19 Test.....	<u>2221</u>
	Notifying Employees.....	<u>2322</u>
	COVID-19 Testing (see also COVID 19 Testing Policy in Appendix)	<u>2422</u>
	Exceptions to COVID-19 Testing	<u>2422</u>
	Cleaning and Disinfecting.....	<u>2422</u>
	Return-To-Work Requirements	<u>2523</u>
	Benefits for Staff Affected by COVID-19	<u>2624</u>
	Plan Implementation, Updates and Expiration	<u>2725</u>
	Appendix A-Sample Employee Questionnaire to Evaluate Employee for COVID-19	<u>2826</u>
	Appendix B—Sample COVID-19 Case Investigation Form.....	<u>3027</u>
	Appendix C—Authorization to Disclose COVID-19 Diagnosis or Exposure	<u>3128</u>
	Appendix D—Model Announcement to Employees about Positive Test	<u>3229</u>
	Appendix E—COVID-19 Testing Policy	<u>3330</u>
	Appendix F—Self-Certification of Vaccination Status.....	<u>3532</u>
	Appendix G—Request for Medical Exemption/Accommodation Related to COVID-19 Vaccine	<u>3734</u>
	Appendix H—Request for Religious Exemption/Accommodation Related to COVID-19 Vaccine.....	<u>3936</u>

I. Introduction

A pandemic is a global disease outbreak. A pandemic outbreak occurs when a new virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily from person to person, causing serious illness, and can sweep across the country and around the world in a very short time. It is difficult to predict when the next pandemic will occur or how severe it will be.

On March 11, 2020, the novel coronavirus, COVID-19, was declared a worldwide pandemic by the World Health Organization. Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus, distinct from other diseases caused by coronaviruses, such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). COVID-19 is reported to be extremely contagious.

The state of medical knowledge is evolving but the virus is believed to spread from person-to-person contact and/or by contact with contaminated surfaces, objects and predominantly through respiratory droplets in the air. People reportedly can be infected and show no symptoms and therefore spread the disease. There is currently no known treatment or cure for COVID-19. Vaccines have now been introduced under emergency authorization and are being offered at no charge to anyone through a variety of channels.

Purpose

California Online Public Schools (“CalOPS”), doing business as California Connections Academy Schools (“CalCA”) is committed to providing a safe and healthy workplace for all staff-members. To ensure we have a safe and healthy workplace, CalCA has developed the following COVID-19 Plan (“Plan”) in accordance with Cal/Osha COVID-19 Prevention Emergency Temporary Standards under Cal. Code Regs. tit. 8 § 3205.

This Plan is designed to provide a framework of policies, procedures, guidelines, and organizational structure as well as, steps the school should take to safeguard the health and well-being of staff-members during a pandemic while ensuring the school's ability to maintain essential operations and continue providing essential services to students and families.

Scope

California Connections Academy Schools (“CalCA”) are governed by the California Online Public Schools Board of Directors and encompass six charter schools with students and employees 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, doing business as Pearson Virtual Schools (“PVS”) to provide many aspects of the high-quality virtual school program, including some operational and compliance support.

The following chart shows the legal name as well as the acronym and common name for each of the charters. It should be noted that CalOPS employees may be working from counties that are not listed here.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	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

Facility Overview

CalCA has the following administrative office facilities:

Southern California office

33272 Valle Rd.

San Juan Capistrano, CA 92675

Northern California office

580 N. Wilma, Suite G

Ripon, CA 95366

Administrative activities take place in the office facilities. This Plan shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

School Population and In-person school activities

Since CalCA is a [network of virtual public charter schools](#) providing online instruction, no students are in attendance at the office locations and most staff members work remotely from their home location. All in-person school activities that involve students and/or staff will be held in accordance with applicable public health guidelines and requirements. This includes educational field trips, in-person educational services or assessments (including services provided to Special Education Students who require in-person services to implement their Individual Educational Program or for assessments related to their Special Education status and progress), school festivals, state testing, graduation/promotion ceremonies and staff trainings or meetings. [Generally, in-person activities are not considered to be “classroom” as CalCA offers a fully non-classroom based online educational program. However, in certain circumstances for purposes of this COVID Safety Plan, some in-person activities may be considered to be a classroom type environment for purposes of COVID guidelines applicable to California public schools.](#)

The School Leader, in consultation with the CalCA Safety Committee, will determine when, where and how these types of activities will take place to ensure the safety of students, caretakers and school staff. Parents/legal guardians of students attending in-person events or receiving services [will typically may](#) be asked to sign a waiver and will be required to adhere to all COVID-19 health and safety precautions CalCA has implemented for the duration of the in-person service.

Organizational Roles and Responsibilities

Worksite Supervisor

The School Leader is ultimately responsible for the various elements and implementation of this Plan. The Worksite Supervisor or designee(s) is responsible for day to day implementation of this Plan in accordance with state, local and Center for Disease Control (“CDC”) guidelines as well as to:

- Implement, monitor, and report on the COVID-19 control strategies;
- Conduct periodic inspections of the office facilities to insure safety protocols are in place;
- Remain on-site when staff are present and/or otherwise monitor on-site staff;
- Provide COVID-19 training to employees that covers, at a minimum:
 - Workplace infection-control practices.
 - The proper use of personal protective equipment.
 - Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.
 - How to report unsafe working conditions without fear of reprisal.
 - Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law.
 - Information on vaccines
- Conduct [a daily entry self-screening protocol](#)¹ for all employees or contractors or visitors entering the workplace, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID-19.
- Ensure unvaccinated staff are aware of their right to request a respirator [\(also known as an N95 mask\)](#) at no cost, for voluntary use without fear of retaliation.
- Maintain a record of these requirements in accordance with state law.
- Make necessary corrections to any COVID hazards identified through inspection, observation or employee reporting
- Work with local health officials as necessary.

¹ See Appendix A for Sample COVID-19 Screening Questionnaire

- Maintain a line of communication with the COVID-19 Response Committee and the CalCA Safety Committee.

COVID-19 Response Committee and CalCA Safety Committee

In order to maximize support and resources to ensure the safety, well-being of staff and students and maintain compliance with the rapidly changing state, local and federal guidelines, Pearson Virtual Schools has developed a COVID-19 Response Committee. The Committee will:

- Act as a partner to provide guidance and resources to prepare for and respond to situations as they relate to the COVID-19 Pandemic;
 - Provide advice and guidance on how to address staff questions or issues;
 - Work with state and local health agencies to provide information in the event of a COVID-19 outbreak in the workplace;
 - Monitor emergencies and facilitate major decisions which need to be made.;
 - Provide guidance and assistance with release of information to the media if necessary;
- Monitor the rapidly changing COVID-19 regulatory environment and provide updates as appropriate.

PVS COVID 19 Response Committee			
	Name/Title	Organization	Contact
Health, Safety & Risk Management	Jeff Budny, Health & Safety Manager	Pearson- North America Organizational Risk and Resilience	Jeff.budny@pearson.com
Compliance	Tara Burns, Senior Compliance Analyst	Pearson Virtual Schools Compliance Services	Tara.burns@pearson.com
Facilities	Dion Golatt, Specialist Facilities/Real Estate	School Facilities Management	Dion.Golatt@pearson.com
General HR-/Benefits	Julie Fivas, Benefits Manager Kimberly Muth, Director, HR Partners	HR-Pearson Virtual Schools	julie.fivas@pearson.com Kimberly.muth@pearson.com
General HR	Kristen Teeter, HR-Partner	HR-Pearson Virtual Schools	kristen.teeter@pearson.com

In addition, CalCA has formed a Safety Committee to address a variety of health and safety issues for the organization, including a response to COVID-19. Members of the Safety Committee monitor the day-to-day activities and response of CalCA employees and implementation of the Plan. Employees may also contact the Safety Committee with suggestions or to report issues or hazards. They also coordinate with the PVS COVID-19 Response Committee as needed.

CalCA Safety Committee			
	Name/Title	Organization	Contact
Committee Lead	Dan Hertzler Richie Romero, Director of Student Achievement Assistant Principal	California Connections Academy Schools	dhertzler@calca.connectionsacademy.org romero@calca.connectionsacademy.org

Compliance Officer and Worksite Supervisor	Franci Sassin, Director of Business Services	California Connections Academy Schools	fsassin@calca.connectionsacademy.org
Safety Coordinator	Jesse Hodge, Teacher and Safety Coordinator	California Connections Academy Schools	jesshodge@calca.connectionsacademy.org
School Leader	Richie Romero Richard Savage, Interim Executive Director	California Connections Academy Schools	rromerosavage@calca.connectionsacademy.org

II. Prevention

How COVID-19 Spreads

The virus is thought to spread mainly from person-to-person, including:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes or even speaks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

People are thought to be most contagious when they are most symptomatic (i.e., experiencing fever, cough, and/or shortness of breath). Some spread is also possible before people show symptoms; there have been reports of this type of asymptomatic transmission with this new coronavirus and this likely contributes to community spread of the virus.

There is more to consider than whether you were less than 6 feet away from an infected person for 15 minutes. Additional factors include the intensity, frequency, and duration of exposure to someone contagious with COVID-19. Were you exposed to enough virus that your immune system couldn't fight it off and you end up getting sick?

Intensity of Exposure

The intensity of exposure refers to the quantity of virus fragments you were exposed to. For instance, was the sick person actively contagious when you were with them? Were they coughing and sneezing without a mask on versus having no symptoms with a mask on? Did you share personal items like a drink? Did you sit right next to them and have a face-to-face conversation or were you 6 feet away with your back to them? Some situations can increase a person's exposure to the virus than other situations, including which virus variant is involved, which as a result, can increase the likelihood of becoming infected.

Frequency of Exposure

The frequency of exposure refers to how often you had contact with someone who was contagious. If you had a brief face-to-face conversation with a colleague each day for several days while the person was contagious with COVID-19, those exposures may add up to be enough to overwhelm your system and lead to an infection.

Duration of Exposure

The duration of exposure refers to how long you were exposed. If you were in close contact with someone contagious with COVID-19 for 6 hours a day for several days, yet your seat was not within 6 feet of them, you may still have had a long enough duration of exposure to that person to be at higher risk for developing COVID-19.

Personal Health

Your personal health, such as the strength of your immune system, plays a part in whether or not you will be infected, as does whether you are following COVID-19 risk reduction methods.

Although the United States has implemented public health measures to limit the spread of the virus, it is likely that some person-to-person transmission will continue to occur. The CDC website provides the latest information about COVID-19 transmission: www.cdc.gov/coronavirus/2019-ncov/about/transmission.html

General Preventative Measures

In order to prevent the transmission of COVID-19, the following protocols in the office facilities are recommended:

- Take steps to reduce entry congestion and to ensure the effectiveness of screening:
 - Reduce the number of staff members assigned to report to the office facilities each day
 - Assign dedicated entry point(s) for all employees to ensure screening
 - Provide visual indicators of appropriate spacing for employees outside the building for any event which is anticipated to lead to congestion.
- Require symptom screening prior to entering the office facility
- Ensure face coverings are available to employees and worn when required by orders from the CDPH.
- Provide disinfecting supplies and require employees and/or janitorial staff to wipe down their workstations at least twice daily. Disinfecting agents should be approved for use against COVID-19
- Post signs and provide training about the importance of personal hygiene, including hand washing.
- Disinfect high-touch surfaces in offices (e.g., whiteboard markers, restrooms, handles) and minimize shared items when possible (e.g., pens, remotes, whiteboards).
- Institute cleaning and communications protocols when employees are sent home with symptoms.
- Notify employees if the employer learns that an individual (including an employee, customer, contractor, or visitor) with a confirmed case of COVID-19 has visited the office (or potentially another venue where an in person school event has taken place) and created a potential exposure of more than 15 minutes.

Building Access for Visitors

In addition to the daily security procedures and protocols in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building, the additional measures listed below shall be taken in response to and to prevent further spread of infectious disease. The

administrative office facilities will remain closed to the public until conditions at the state and local level are deemed safe to re-open and re-opening protocols are in place. The decision as to when it is safe to re-open to the public will be made by the school leader or designee.

Responsibilities:

Worksite Supervisor

The Worksite Supervisor will ensure there is adequate signage alerting visitors, such as vendors or delivery persons, of the requirements in order to enter the building, as well as alerting staff members and anyone who will be in the building more than 15 minutes of the requirement of the new screening protocols, which include:

- ☐ Confirming they have not had any close contact in the past 14 days with anyone who is either confirmed or suspected of being infected with COVID-19, including anyone who was experiencing or displaying any of the known symptoms of COVID-19;
- ☐ They do not have a fever over 100 degrees;
- ☐ They do not currently experience or display, and have not in the last 14 days experienced or displayed, any of the following symptoms:
 - Fever or chills
 - Cough
 - Shortness of breath and/or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of smell and/or taste
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- ☐ Anyone who answers yes to any of these statements may NOT enter the building without otherwise getting clearance from the Worksite Supervisor or designee.
- ☐ Symptom screening will also be used for other in person activities for employees, who are expected to complete the screening prior to reporting for an assigned in person event.

[Click here for a link to CalCA office COVID screening procedures](#)

Staff

All staff are encouraged to be active participants in preventing the spread of infectious disease by restricting access to the administrative office facilities for anyone who may have recently been exposed to the virus as well as any non-essential visitors. These temporary security measures shall remain in place on a daily basis, to ensure the safety of the school community until otherwise communicated by the school leader or designee. Temporary visitors will be considered unvaccinated (since their vaccination status is unknown) and must wear an appropriate face covering while inside the office. Disposable face coverings, as well as N95 respirators, are provided at the front lobby for use by employees or visitors.

CalCA staff who are office based or partially office based (designated as “flex” location) will follow an office schedule developed by the Worksite Supervisor or designee(s). Other CalCA staff who are designated as “work from home” employees will notify the Worksite Supervisor (or designee) in advance when they plan to work in either of the two office locations and are subject to the daily symptom screening and other safety protocols in place at that time, including mask guidelines detailed below.

Additionally, staff should:

- Ensure that everyone is aware of the building security policy and do not permit unauthorized persons into the building.
- Report any conditions, concerns or problems that were reported to or observed by them.
- Ensure that all visitors observe the new signage when entering the building.

Additionally, staff are encouraged to identify and report unhealthy or unsafe work conditions to the Director of Business Services who will work with the PVS Facilities Team via Issue Aware (IA) Ticket or by contacting dion.golatt@pearson.com so these issues may be corrected expediently.

III. Preparedness

Reopening California

As of June 15, 2021, the Governor terminated the executive orders that put into place the Stay Home Order and the Blueprint for a Safer Economy. He also phased out the vast majority of executive actions put in place since March 2020 as part of the pandemic response, leaving a subset of provisions that facilitate the ongoing recovery.

As of December 31, 2021, CDPH has updated the Beyond the Blueprint Industry and Business Sectors ~~has been updated~~ to reflect the recent emergence of the Omicron variant and these updates will supersede all prior guidance.

~~The new public health order effective June 15 supersedes all prior health orders. The order has limited restrictions, only related to masking and mega-events, as well as settings serving children and youth pending an expected update to the K-12 schools guidance by the Centers for Disease Control and Prevention.~~

~~Restrictions that ended on June 15 include:~~

- ~~▪ Physical distancing~~
- ~~▪ Capacity limits on businesses~~
- ~~▪ County tier system~~

~~Read the Governor's orders: [N-07-21](#) and [N-08-21](#). Find details in the California Department of Public Health's [Beyond the Blueprint for Industry and Business Sectors](#) and the [Questions & Answers](#).~~

The state and CDPH may alter this framework in response to changing conditions of the pandemic. CalCA will adapt this Plan as needed to accommodate such changes.

Cal/OSHA COVID-19 Revised Emergency Temporary Standards

Cal/OSHA's Emergency Temporary Standards (ETS) on COVID-19 were ~~amended-revised~~ on [December 16, 2021](#). These emergency standards include important revisions to make the workplace rules consistent with the latest requirements and recommendations from the California Department of Public Health (CDPH). The emergency standards take effect on [January 14, 2022](#) ~~June 17, 2021~~. The "reopening" of California and mask

guidance from the CDPH generally govern public interactions and customers, whereas the ETS governs how a business treats its employees with respect to face coverings and other workplace safety considerations. Most of the requirements provided by the previous ETS remain unchanged and in effect until January 14, 2022. Though the new ETS will expire on April 14, 2022, it likely will be replaced with a permanent COVID-19 standard. In addition to the ETS, employers must also continue to follow public health orders on COVID-19 from the California Department of Public Health. As the pandemic continues, employers should work closely with counsel to monitor local, state, and federal health departments for further changes to COVID-19 health and safety requirements. The revisions reflect the availability of vaccinations to limit workplace transmission, to revise requirements in light of updated CDC and CDPH face covering guidance, and to provide options for employers to make a safe transition from physical distancing and face covering mandates to more normal operations.

Revised ETS changes effective January 14, 2022 include:

▪ **Face Coverings**

- Definition of “face cover” means surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers. A face covering has no visible holes or openings and must cover the nose and mouth. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric.

▪ **Quarantining and Testing**

- “COVID-19 test” means a test for SARS-CoV-2 that is: Cleared, approved, or authorized, including in an Emergency Use Authorization (EUA), by the United States Food and Drug Administration (FDA) to detect current infection with the SARS-CoV-2 virus (e.g., a viral test);
 - Administered in accordance with the authorized instructions; and
 - Not both self-administered and self-read unless observed by the employer or an authorized telehealth proctor
- Employers must make COVID-19 testing available at no cost during paid time to employees who have had a close contact, whether or not they exhibit COVID-19 symptoms and regardless of vaccination status.

▪ **Exclusion from Worksite**

- Employees who are on leave due to COVID-19, may return to the workplace:
 - After at least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without medications, and
 - COVID-19 symptoms have improved, and
 - At least 10 days have passed since the onset of symptoms.
- Employees returning must wear a mask in the workplace and maintain six feet from others for 14 days following the last date of close contact.
- COVID-19 positive employees on leave who did not develop symptoms may return to the workplace 10 days following the date of their positive test but are required to wear a mask and socially distance from others for 14 days from their close contact.
- If an employee tested negative for COVID-19, 5 days after their close contact, they may return to work 7 days after the close contact if the employee wears a face covering and maintains 6 feet of distance from other workers for 14 days following the close contact.

▪

- Notwithstanding both the ETS and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person location. The Worksite Supervisor will make the final determination of when employees who have tested positive or who have had exposure may return to work in the office setting or any other venue used for in-person activities.

Requirements from the June 2021 ETS which will remain the same:

- **Face Coverings**
 - ~~Employers may allow fully vaccinated employees not to wear face coverings indoors but must document their vaccination status. There are some settings where CDPH requires face coverings regardless of vaccination status.~~ In outbreaks, all employees must wear face coverings indoors and outdoors when six-foot physical distancing cannot be maintained, regardless of vaccination status.
 - Employers must provide unvaccinated employees with approved respirators ([also known as N95 masks](#)) for voluntary use when working indoors or in a vehicle with others, upon request.
 - Employers may not retaliate against employees for wearing face coverings.
- **Physical Distancing**
 - No physical distancing or barrier requirements regardless of employee vaccination status with the following exceptions:
 - Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees).
 - Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).
- **Engineering Controls**
 - The employer shall evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission.
- **Quarantining and Testing**
 - Employers must make COVID-19 testing available at no cost during paid time to employees with COVID-19 symptoms who are not fully vaccinated.
 - Fully vaccinated employees without symptoms do not need to be tested or quarantined after close contacts with COVID-19 cases unless they have symptoms.
- **COVID-19 Prevention Training**
 - Training must now include information on how the vaccine is effective at preventing COVID-19 and protecting against both transmission and serious illness or death.
- Notwithstanding both the ETS and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person location. CalCA may also ask employees to take a COVID test regardless of vaccination status if the employee is known to be exposed. The Worksite Supervisor will make the final determination of when employees will be asked to take a COVID 19 test in order to report to work in the office setting or any other venue used for in-person activities. Employees who take a COVID test required by CalCA are eligible for reimbursement of any expenses incurred in taking the test(s).

⊖

Requirements from the November 2020 ETS which will remain the same:

- Establish, implement, and maintain an effective written COVID-19 Prevention Program that includes:
 - Identifying and evaluating employee exposures to COVID-19 health hazards.
 - Implementing effective policies and procedures to correct unsafe and unhealthy conditions (such as safe physical distancing, modifying the workplace and staggering work schedules).
- Provide effective training and instruction to employees:
 - On their rights under the ETS
 - How COVID-19 is spread

- Infection prevention techniques, and information regarding COVID-19-related benefits that affected employees may be entitled to under applicable federal, state, or local laws.
- Requirements for responding to COVID-19 cases and outbreaks
- Providing notification to employees of exposure and close contacts
- Requirements to offer testing after potential exposures
- Quarantine and exclusion pay requirements.

CDPH Testing-or-Full Vaccination Mandate for K-12 Schools

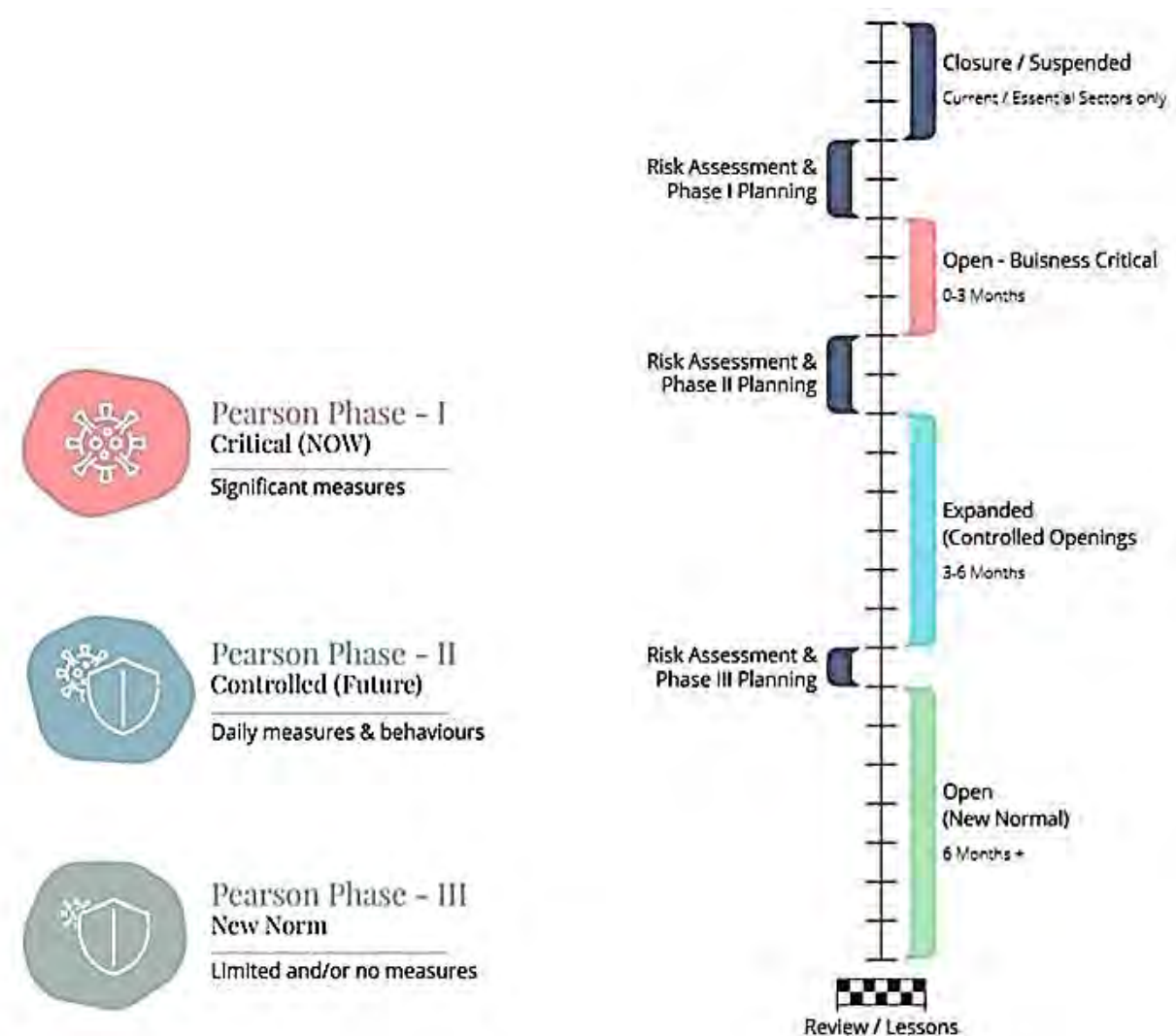
[CDPH Order dated August 11, 2021](#) requires verification of vaccination status among eligible K-12 school workers and establishes diagnostic screening testing of workers who are not fully vaccinated to minimize the risk that they will transmit while on K-12 school campuses, where a majority of students are not vaccinated, and younger students are not yet eligible for vaccines.

Full compliance with the Order is required by October 15, 2021. Individuals are considered “fully vaccinated” in accordance with the CDPH Order two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen). See COVID-19 Testing Policy (in the Appendices) for more information.

[As a public school organization, CalCA will follow CDPH school guidelines in conjunction with the CalOSHA guidelines, with implementation protocols developed to adapt to the online nature of the CalCA program.](#)

PVS Facilities Management-Phased Approach to Re-Entering the Workplace

In addition to State guidelines the PVS Facilities Team has implemented a phased approach to assist the organization in safely returning to the office facilities as outlined below:



Phase I

- ☐ Local COVID response site planning
 - ✓ Reporting
 - ✓ On-site point of contacts identified
 - ✓ Plan for a possible exposure or reported exposure
 - ✓ Impact/Exposure Assessment plan
 - ✓ Cleaning Plans and response
 - ✓ Employee communications
- ☐ Technology readiness support
- ☐ Supplies and PPE
 - ✓ Legal review to ensure all requirements are being met
 - ✓ Availability of cleaning suppliers i.e. sanitizer, wipes, etc.
 - ✓ Face coverings required for California

- ✓ Gloves (likely limited to specific tasks and available for self-cleaning where appropriate).
- ✓ Temperature checks using a non-contact thermometer – As appropriate/required
- ☐ Other
 - ✓ Costs to maintain facility (e.g. cleaning) suspend operations from an exposure
 - ✓ Employee readiness to return (childcare, health concerns, public transportation)
 - ✓ Certain Cities and building landlords may require PPE and have additional building access controls

Prepare office

- ☐ Implement site startup check list
- ☐ Start-up Cleaning
- ☐ Post Signage
- ☐ Building systems start ups
- ☐ Check AV equipment
- ☐ Check copiers
- ☐ Prepare workspaces for Physical distancing
- ☐ Storage furniture
- ☐ Distribute supplies- wipes, sanitizers, etc.

Entering Building (and Landlord) Guidelines

- ☐ Confirm cleaning service changes for each office
- ☐ Contact Landlord and confirm building restrictions

Common Area Guidelines

- ☐ Coffee Service/kitchen Areas are closed or limited
- ☐ Conference/Meeting rooms remain closed with seating modifications to comply with social distance guidelines during phase 2
- ☐ Group meetings in Phase 1 highly discouraged, most conference rooms closed
- ☐ **In Phase II**, conference room use may expand but remain limited
- ☐ Large rooms 8+ will be posted at ½ or no more than 10 capacity and chairs removed
- ☐ No large meetings over 10 people until state and local guidelines allow
- ☐ Training and/or signage for wiping common area equipment before and after will be posted

Site Services

- ☐ Use disposables items for eating and drinking
- ☐ Cleaning of high touch points
- ☐ Packages/mail
 - ☐ Shipping and Receiving Areas:
 - ✓ Before reopening the Worksite Supervisor should review current processes for inbound and outbound deliveries (parcels, mail, food deliveries, couriers, etc.) and develop a revised plan to align to COVID-19 safety precautions.
 - ✓ Routine instructions and plans for deliveries through areas that will minimize contact to the greatest extent possible.
 - ✓ Separating shipping and receiving areas from the general population.
 - ✓ Require staff handling mail and parcels to wear PPE, face-covering or other protective gear to receive parcels, mail and other deliveries and provide training on proper use and disposal of PPE.
 - ✓ If appropriate, remove items from boxes and discard accordingly
- ☐ Employees should use every precaution- wipes and wash hands- if using refrigerators.

Phase II

- ☐ Slowly expand operational scope and head count not to exceed 50% capacity.
- ☐ Timeline: 3 to 6 months

Phase III

- ☐ Transition to 'new normal' use of the office
- ☐ Timeline: 6 months+

Ongoing Virus Transmission Prevention Strategies:

- Where possible, increasing ventilation rates and circulation throughout the facility;
- Performing routine environmental cleaning and disinfection, especially of common areas; and
- Providing hand sanitizer in each work-station as well as high-traffic areas.

Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement such as:

- Installing high-efficiency air filters and/or sanitizers.
- Increasing ventilation rates in the work environment.

CalCA offices have had Bi-Polar Ionization systems installed in the HVAC system which has been shown to be effective against viruses. HVAC fans can be turned on to circulate office air through the sanitizing equipment.

Spatial Changes²

In order to prevent the spread of infection, it may be necessary to temporarily alter workspaces in order to facilitate maintenance of social distancing and physically separating staff-members. Some strategies may include:

- Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time and the number taking meal breaks at the same time).
- Increase physical space between employees at the worksite by modifying the workspace.
- Increase physical space between employees and customers (e.g. physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
- Close or limit access to common areas where employees are likely to congregate and interact.
- Discourage handshaking.
- Encourage employees to sit more than 6 feet apart, and/or eat outside and/or open the doors during meal breaks. Doors should not be opened and employees should not eat outside if the local air quality is considered hazardous. In those cases, the HVAC should be set to allow increased air circulation in the building.
- In order to minimize risk when planning staff meetings and gatherings:
 - Staff-members are strongly encouraged to avoid in-person meetings and gatherings when possible and instead to utilize videoconferencing or teleconferencing.
- If in-person meetings are unavoidable, please consider the following:
 - How many staff-members will be in attendance?
 - Does the meeting room have adequate space to allow for proper social distancing?

² Cal/OSHA Revised ETS Effective June 17, 2021 removed the requirement for physical distancing and barriers regardless of vaccination status except in the case of an outbreak.

- Is there proper ventilation?
- What are the current state and local requirements for gatherings?
- If the answer is “no” to any of these questions, an alternative meeting location should be considered.

Staff are expected to minimize COVID-19 exposure by:

- Notify the Worksite Supervisor in advance of any planned visit by employees to the administrative offices and of all planned in-person events so that proper COVID protocols can be put in place
- Cleaning workstations (or confirming cleaning has been done by janitorial staff) at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees’ phones, desks, offices, or other work tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on premises;
- Complying with daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders.



Social Distancing Measures²²

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (about 2 arms' length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

Administrative Controls

- Monitor public health communications about COVID-19 recommendations and ensure that workers have access to that information. Frequently check the CDC COVID-19 website: www.cdc.gov/coronavirus/2019-ncov.
- Collaborate with staff to designate effective means of communicating important COVID-19 information.

Training

Training and instruction will be provided to staff to include the following:

- CalCA's COVID-19 policies and procedures to protect employees from COVID-19 hazards and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vacation leave, if available, workers' compensation law and the employer's leave policies
- That:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors and respiratory protection decrease the spread of COVID-19, but are most effective when used in combination.
- The right of employees who are not fully vaccinated to request a respirator ([also known as an N95 mask](#)) for voluntary use without fear of retaliation and at no cost to employees. Whenever respirators are provided for voluntary use:
 - How to properly wear the respirator provided
 - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on the employer's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.
- Stress management for staff impacted by COVID-19

[Click here for a copy of the CalCA COVID training presentation](#)

Personal Protective Equipment (PPE)

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, *when appropriate*.

During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

All types of PPE must be:

- Selected based upon the hazard to the worker.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required. Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.

Face Coverings

CDPH updated statewide masking guidance on ~~July 28th~~ December 13, 2021 adding a recommendation for universal masking indoors statewide irrespective of vaccination status, from December 13, 2021 through February 15, 2022.³ Surgical masks or higher-level respirators (N95 or equivalent) are recommended. This new measure brings an added layer of mitigation as the Omicron variant, a Variant of Concern as labeled by the World Health Organization, is detected across California, the United States, and the world and is likely to spread more easily than the original SARS-CoV-2 virus and the Delta variant. Additionally, this new measure brings additional protection to individuals, families and communities during the holidays when more travel occurs, and time is spent indoors. Additionally, some local jurisdictions such as counties, have additional guidelines for mask usage. Employees who are not fully vaccinated must continue to wear appropriate face coverings while indoors after the expiration of the temporary state order. Some local jurisdictions, such as County Public Health Agencies, have reinstated or may at any time reinstate indoor mask mandates based on the level of community spread. Fully vaccinated people may choose to wear a mask in indoor non-public settings, particularly if they are immunocompromised or at increased risk for severe disease from COVID-19, or if they have someone in their household who is immunocompromised, at increased risk of severe disease, not fully vaccinated, or not yet eligible for vaccination.

~~People who are unvaccinated must continue to wear a mask indoors in public settings to protect themselves and others. Also, there are some settings where masking is still required for everyone, such as:~~

- ~~▪ Public transit~~
- ~~▪ Hospitals~~
- ~~▪ Long-term care facilities~~
- ~~▪ Homeless shelters~~

³ See Appendix E for more information regarding COVID-19 vaccination

~~▪ Indoors in K-12 schools, childcare, and other youth settings~~

~~See new guidance from CDPH on the Use of Face Coverings for more information on where masks are recommended or may be required.~~

For all employees who are not fully vaccinated, or for whom vaccination status is unknown, face coverings must be worn indoors. Employees may request a face covering or respirator at any time at no cost to them, regardless of vaccination status without fear of retaliation.

The following individuals are exempt from wearing a face covering at all times:

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

Persons exempted from wearing a face covering due to a medical condition whose job duties are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it. In order to report to an in-person event with an alternative face covering, employees should engage in the process with Human Resources to obtain an medical accommodation. This accommodation may include an alternative assignment that does not involve face to face interaction.

If their condition or disability does not permit a non-restrictive alternative, the employee shall be at least six feet apart from all other persons and either fully vaccinated or tested at least weekly for COVID-19 during paid time and at no cost to the employee.

Any Employee not wearing a face covering ~~and not wearing a non-restrictive alternative when allowed pursuant to ETS guidelines,~~ shall be at least 6 feet apart from all other persons unless the unmasked employee is either fully vaccinated_ or tested at least weekly for COVID-19 during paid time at no cost to them.

Classifying Worker Exposure to SARS-CoV-2



Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with COVID-19, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with COVID-19. Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients.

In areas without ongoing community transmission, workers in this risk group may have frequent contact with travelers who may return from international locations with widespread COVID-19 transmission. In areas where there is ongoing community transmission, workers in this category may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings).

Generally, the nature of the CalCA organization is such that employees are considered low risk while engaged in work activities.

High Risk Employees

Everyone is at risk for getting COVID-19 if they are exposed to the virus. Some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die. We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information about risk for severe illness.

- Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.
- People of any age with [certain medical conditions](#) are at increased risk of severe illness from COVID-19.
- By understanding the factors that put you at an increased risk, you can make decisions about what kind of precautions to take in your daily life.

In general, the more people you interact with, the more closely you interact with them, and the longer that interaction, the higher the risk of COVID-19 spread. The following should be considered:

- How many people will you interact with?
- Can you keep 6 feet of space between you and others?
- Will you be outdoors or indoors?
- What's the length of time that you will be interacting with people?

CalCA is committed to ensuring the safety and well-being of staff. Therefore, any staff-members with questions regarding reasonable accommodations under the ADA, should reach out to their supervisor and a member of Pearson Virtual Schools HR for assistance.

IV. Response

Process for Employee with Positive (or suspected positive) COVID-19 Test

COVID-19 is a nationally notifiable disease, and when diagnosed or identified, must be reported to local health departments. Health departments are responsible for leading case investigations, contact tracing, and outbreak investigations. If the health department learns a person is a confirmed or probable case of COVID-19 and was in a workplace where close contact with may have occurred, the health department may contact the employer or employees to let them know of potential exposures.

[Employers can assist the health department](#) by providing further identification of potential contacts who worked in the same area and on the same shift, hosting a site visit for health department personnel to observe the workplace in order to make workplace-operation recommendations to help prevent further spread of the virus, and facilitating communication with employees.

Upon learning of an employee who has tested positive (or is suspected positive) for Covid-19, the following steps should be taken by the School Leader or designee:

- Immediately notify your HR Partner for sick leave and benefit information to support infected staff-member.
- If the employee is currently on site, separate them from the rest of the staff and document the following information:
 - Recent dates/time employee was in a school facility or at an in-person event
 - Specific area(s) that employee accessed, and equipment used.
 - Staff that may have been within 6 ft of the employee for at least 10-15 min.
 - Confirm employee’s current contact information
- For confirmed positive cases, contact your [local department of health](#) (“DOH”)
OR
- If the Department of Health initiates contact:
 - Provide findings from employee assessment
 - Request guidance on:
 - Contact tracing
 - Employee notifications
 - Entire facility vs. area closure
 - Cleaning and disinfection recommendations
- Based on risk assessment and guidance from the Department of Health, determine if partial or full closure of office is appropriate.
- Contact [the Worksite Supervisor who will work with the Compliance Office](#) and who will contact a member of the Facilities Team either through existing IA or via email dion.golatt@pearson.com for assistance, if needed, with:
 - Equipment shutdown
 - Isolation of closure areas with signs and barricade tape
 - Scheduling of cleaning and disinfection
- Provide instruction as to who can enter the building, adjust building access control system as needed.
- There may also be additional reporting requirements pursuant to state or local agency rules. Please inquire with the Compliance Team.

[Cal/OSHA Emergency Standards for COVID-19](#) require employers to contact the local health department immediately but no longer than 48 hours after learning of three or more COVID-19 cases to obtain guidance on preventing the further spread of COVID-19 within their workplace.

Additionally, any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment must be reported to [Cal/OSHA](#).

Notifying Employees

- Following a confirmed COVID-19 case, all employees who work in the office location where the employee [was present](#) works will be notified of their exposure to the virus within 24 hours.

- It is important to note that privacy laws exist to protect an individual's confidential medical information. Communications must be carefully worded in order to avoid revealing the employee's identity, unless the employee has signed an authorization to disclose their diagnoses.
- Please consult with your HR Partner prior to issuing employee communications to ensure compliance with state and federal privacy laws.

COVID-19 Testing (see also COVID 19 Testing Policy in Appendix)

CalCA will arrange for testing of all staff members who have had close contact with suspected or confirmed COVID-19 case. Supervisors should seek guidance from the local health department ("LHD") when developing a testing strategy, including how testing can be arranged and how to prioritize testing of workers. Examples of strategies may include testing close contacts of laboratory-confirmed cases first; prioritizing workers in parts of the workplace with higher case counts; or, if testing capacity is limited, sample pooled testing, also known as "group testing," should be conducted to obtain critical information about the extent of infection with fewer testing resources. Staff-members who prefer to contact their personal medical provider or visit a CA Coronavirus Testing Task Force site (testing.covid19.ca.gov) for testing. LHDs may also be able to help facilitate testing options, if needed. When required by state or local health orders, CalCA will arrange for COVID testing for employees who are not fully vaccinated when circumstances dictate this is appropriate.

Exceptions to COVID-19 Testing

- Employees who were fully vaccinated before the close contact and do not have COVID-19 symptoms do not need to be excluded if they wear a face covering and maintain 6 feet of distance from others at the workplace for 14 days following the last date of close contact.
- If an employee continues to have positive tests after more than fourteen days from the initial positive test, they may be allowed to return to in person assignments, and may be exempted from further testing for 90 days, if they COVID-19 cases who returned to work in accordance with the Return to Work Requirements below and have remained free of COVID-19 symptoms. The, for 90 days is counted starting with either after the initial onset of COVID-19 symptoms or, for COVID-19 cases who never developed symptoms, for 90 days after the first positive test. This exception only applies if these employees wear a face covering and maintain six feet of distance from others while at the workplace for at least 14 days following the last date of close contact.
- ~~Employees excluded from the workplace who never developed COVID-19 symptoms do not need to be excluded from the workplace for 90 days after the first positive test. This exception only applies if these employees wear a face covering and maintain six feet of distance from others while at the workplace for 14 days following the last date of close contact.~~

Cleaning and Disinfecting

Develop Cleaning & Disinfection Plan in consultation with the Facilities Team and cleaning service providers, to include the following provisions:

- Increase of fresh air make-up in HVAC system
- Allowing targeted areas to sit idle for at least 24 hours, if possible. If area can be isolated for at least 7 days, no additional cleaning (beyond standard touch point/surface) is required.
- Ensure cleaning plan includes common areas and equipment/surfaces within isolation area. Identify equipment that may be sensitive to chemicals or a cleaning method. Confirm that disinfecting agent is approved for use against COVID-19.
 - Determine scope/method of cleaning based on recommendations from Public Health
 - Contact/Schedule appropriate service provider
 - Share any concerns with vendor and agree to cleaning plan
 - Ensure equipment to be cleaned is powered down (and locked out, if appropriate)

- Brief cleaning staff on any machine specific hazards
- Execute Cleaning & Disinfection Plan
- Confirm cleaning/disinfection is complete and anticipated return to operations date with LDH, if required.
- In consultation with LDH when appropriate, and COVID-19 Response Committee, the Worksite Supervisor should determine/confirm staff that should NOT return to work and/or remain in quarantine.
- Determine operational modifications that can be implemented to facilitate social distancing for those that return. Consider:
 - Staggering shift times
 - Staggering lunch/break times
 - Increasing employee distance to maintain at least 6ft of space between employees wherever practical
- Coordinate return communications with your HR Partner.

Return-To-Work Requirements

[CDPH's Guidance on Returning to Work or School Following COVID-19 Diagnosis](#) recommends adherence to the [current CDC guidance on discontinuing isolation](#) and returning to work or school, summarized here for easy reference. CalCA may allow staff to return in accordance with applicable CDPH guidelines, even if not expressly addressed herein. [CalCA reserves the right to](#)

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days* have passed since symptom onset **and**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications **and**
- Other symptoms have improved.

~~*A limited number of persons with severe illness may produce replication-competent virus beyond 10 days, that may warrant extending duration of isolation for up to 20 days after symptom onset. Consider consultation with infection control experts. See [Discontinuation of Transmission Based Precautions and Disposition of Patients with COVID-19 in Healthcare Settings \(Interim Guidance\)](#).~~

Persons infected with SARS-CoV-2 who never develop COVID-19 symptoms may discontinue isolation and other precautions 10 days after the date of their first positive RT-PCR test for SARS-CoV-2 RNA.

Staff members who have had close contact with someone with COVID-19 should stay home for 14 days after their last exposure to that person. However, anyone who has had close contact with someone with COVID-19 and meets the below criteria, is not required to stay home:

- ~~▪ 10 days have passed since the last known close contact and the person wears a face covering and maintains six feet of distance from others while at the workplace for 14 days following the last date of close contact. Developed COVID-19 illness within the previous 3 months and~~
- ~~Has recovered and~~
- 7 days have passed since the last known close contact; the person tested negative for COVID-19 using a COVID-19 test with the specimen taken at least five days after the last known close contact; and the person wears a face covering and maintains six feet of distance from others while at the workplace for 14 days following the last date of close contact.
- ~~▪ Remains without COVID-19 symptoms (for example, cough, shortness of breath)~~

Employees who were **fully vaccinated** before the close contact and **who do not develop COVID-19 symptoms** are not required to quarantine.

Notwithstanding both the CDC and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person work location. CalCA may also ask employees to take a COVID test regardless of vaccination status if the employee is known to be exposed. The Worksite Supervisor will make the final determination of when employees will be asked to take a COVID 19 test in order to report to work in the office setting or any other venue used for in-person activities. Employees who take a COVID test required by CalCA are eligible for reimbursement of any expenses incurred in taking the test(s).

Because PCR tests can remain positive long after an individual is no longer infectious, proof of a negative test may should not be required be waived by the Worksite Supervisor prior to returning to the workplace after documented COVID infection if an employee has persistent positive tests despite a lack of symptoms.

Additional Resources:

I Think or Know I had COVID-19, and I had Symptoms. When can I be Around Others?
I Had COVID-19, But No Symptoms. When Can I Be with Others?
CalCA Flowchart for COVID exposure

Benefits for Staff Affected by COVID-19

There are many resources available to school staff on the [Virtual Library](#). These resources ~~range from~~ include information ~~on the federal CARES Act, how to take~~ related to available leave under the programs, and wellness resources focused on staff mental and physical wellbeing. For specific questions regarding benefits eligibility please contact ~~the HR department~~ the benefits team. Employees will be notified of any state or federal COVID sick leave in effect during the pandemic.

California Department of Industrial Relations (DIR)/Labor & Workforce Resources for Staff:

- [Summary Chart: Benefit for Workers Impacted by COVID-19](#)
- [COVID-19 Unemployment Benefits Guide](#)
 - ~~COVID-19: Unemployment Insurance Claims~~
 - ~~Pandemic Additional Compensation~~
 - ~~Pandemic Unemployment Assistance~~
 - ~~Pandemic Emergency Unemployment Compensation (13-week extension)~~
 - [Benefits Frequently Asked Questions](#)
- [Support Services for those who are Sick or Quarantined, Caregiving, or Dealing with Reduced Work Hours](#)
- [Supportive Services for Basic Needs, Re-Employment, and Rapid Response](#)
- [Resources for Injured Workers](#)
 - [Injured worker benefits](#)
 - [Employer requirements](#)
 - [Details on workers' compensation and COVID-19](#)
 - [Workers' Compensation Presumption \(SB 1159\) Frequently Asked Questions](#)

Rights and Protections for Workers

- [Laws Enforced by the Labor Commissioner's Office](#)
- ~~[Side by Side Comparison of COVID-19 Paid Leave](#)~~
- **VIDEOS:** [Know Your Rights and Responsibilities](#)
- [Update on Essential and Non-essential Workers](#)
- ~~[Guidance on Conditional Suspension of California WARN Act Notice Requirements](#)~~
- [ABB 685 FAQ on Cal/OSHA Enforcement Authority and Employee Notification](#) *Posted September 17, 2020*
- ~~[FAQs on COVID-19 Supplemental Paid Sick Leave](#)~~

COVID-19 Testing Resources

- [Testing for COVID-19: PCR, Antigen, and Serology](#)
- [Finding a Testing Site](#)

Plan Implementation, Updates and Expiration

This Plan responds to the COVID-19 outbreak. As the pandemic progresses, CalCA will update this Plan and its corresponding processes. The School Leader is responsible for implementation of the Plan, in consultation with the CalCA Safety Committee. This Plan will expire upon conclusion of its need, as determined by CALCA and in accordance with guidance from local, state, and federal health officials.

Appendix A-Sample Employee Questionnaire to Evaluate Employee for COVID-19

Ask employees reporting to work to submit answers to the following questions via the Google Form provided: [INSTRUCTIONS](#) and link to screening form

Symptom Screening Form-CalCA Offices

Please add in your recorded temperature and answer the questions below. Fill this in as your first activity of the day for each day you are working at the office. Do this again for each day you are reporting to one of the two CalCA Offices.

1. Please provide your full name
2. What is your temperature? (answer with one decimal point included; do not round)
3. Have you or anyone in your household had contact in the past 14 days with an individual who is in quarantine, or is a presumptive positive, or has tested positive for COVID-19, that you know of?
4. Are you or anyone in your household currently experiencing any of the following symptoms associated with COVID-19? • a fever over 100.3 degrees • chills • muscle pain • difficulty breathing • sore throat • cough • loss of taste or smell • headache • gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite.
5. (Optional) If you feel your symptom noted above is related to a different cause and wish to provide an explanation, please feel free to do so. (Example: feeling nausea due to pregnancy)
6. Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?

Appendix B—Sample COVID-19 Case Investigation Form

Name of Person Completing the Investigation: _____ Date: _____	
Staff-Member/Employee/Contractor Name: _____	
Job Title: _____	
Specific area(s) that employee accessed, and equipment used: _____ _____	
Staff that may have been within 6 ft of the infected employee for at least 10-15 minutes: _____ _____	
Was COVID-19 test offered? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date and time the infected individual was last present in the workplace: _____	
Date of the positive or negative test and/or diagnosis: _____	
Date the case first had one or more COVID-19 symptoms: _____	
Information received regarding COVID-19 test results and onset of symptoms (attach documentation) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Notice of the potential COVID-19 exposure provided to the following staff-members: _____ _____	
Date: _____	
Did workplace conditions contribute to the risk of COVID-19 exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain: _____ _____	
Was Local Health Department Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____

Appendix C—Authorization to Disclose COVID-19 Diagnosis or Exposure

I understand that the Americans with Disabilities Act, the Family and Medical Leave Act, the California Confidentiality of Medical Information Act, and other privacy laws prohibit California Connections Academy (“CalCA”) from disclosing my medical/health information. However, should I test positive for the COVID-19 virus, receive a positive COVID-19 diagnosis from a licensed health care provider, or be ordered to isolate by a public health official for reasons including, exposure to someone suspected of having COVID-19, I authorize CalCA’s Human Resources Department and/or senior management to disclose that information as outlined in this document. I understand that this authorization shall apply:

1. Upon my receipt of a laboratory-confirmed case of COVID-19;
2. Upon my receipt of a positive COVID-19 diagnosis from a licensed health care provider; or
3. Upon issuance of an order for me to isolate by a public health official for reasons including exposure to COVID-19 by being in close contact with someone who is suspected of having the virus and CalCA receiving notice regarding the same (“Triggering Events”).

In the interest of the health of others, and upon occurrence of one of the Triggering Events, I authorize the CalCA’s Human Resources Department and/or senior management to disclose that information to staff at my worksite, employers of subcontracted staff, and to others whom I may have encountered or come in close contact with at my worksite, including, but not limited to, vendors, visitors, students, and caretakers.

CalCA has advised me that I am not required to do so and that there would be no adverse consequences to my employment if I chose not to do so. Further, the CalCA did not coerce or pressure me to permit this disclosure. In disclosure, CalCA will take reasonable measures to keep my name and identity confidential to the extent possible. However, I recognize circumstances may require identifying me as the infected or exposed individual in order to comply with applicable law or properly warn others so they may take precautionary measures to help prevent further spread of the virus, and there may be times when it is not possible to inform others they may have been exposed to the virus without them learning that it was through contact with me.

I understand that upon occurrence of one of the Triggering Events, this authorization applies without the need for me to sign an additional authorization. This authorization expires on [INSERT DATE], after which the Company will no longer be authorized to disclose this information. I have been advised that I have a right to receive a copy of this authorization.

Signature of Staff-Member

Date

Printed Name

Appendix D—Model Announcement to Employees about Positive Test

We learned [today] that one of our staff-members has tested positive for/contracted the novel coronavirus, COVID-19. [Identify the area(s) where and the date(s) when the individual frequently worked].

If you develop [symptoms](#) including dry cough and fever, please contact your medical provider, and do not come to work. Notify your supervisor as soon as possible.

Due to privacy laws we are not permitted to identify the individual who tested positive for the virus. However, we have gathered the names of those individuals who worked in close proximity to the infected staff-member, over the previous 14 days. Those individuals should first consult and follow the advice of their healthcare providers or public health department regarding the length of time to stay at home. Staff-members who do not develop symptoms should remain home for 14 days.

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days* have passed since symptom onset and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
- Other symptoms have improved.

IF INDICATED BY SEVERITY OF OUTBREAK, THE FOLLOWING MAY BE INCLUDED:

The health and well-being of our CalCA staff is paramount. Out of an abundance of caution, we are closing the [LOCATION] office effective [DATES]. While the office is closed, we will clean and disinfect the [LOCATION] office.

All [LOCATION] staff are expected to work from home while the office is closed. Each staff-member should consult with their supervisor for additional instructions.

Should you have any questions or concerns, please contact [INSERT APPROPRIATE CONTACT].

Appendix E—COVID-19 Testing Policy

Policy:

California Connections Academy (“CalCA”) has a duty to provide and maintain a workplace that is free of recognized hazards. The [CDPH Order dated August 11, 2021](#) (“Order”) requires all schools to:

- Verify vaccine status of all workers; and
- Conduct diagnostic screening testing for workers who are not fully vaccinated starting October 15, 2021.

Consistent with the Order, and for purposes of this COVID-19 Testing Policy (“Policy”), “workers” are paid or unpaid adults who physically interact with CalCA students or staff in furtherance of CalCA functions (e.g., staff interacting in administrative offices, etc.).

Vaccination Status Survey:

- CalCA will survey all workers asking if they are fully vaccinated.
- An individual is considered “fully vaccinated” two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or vaccine authorized by the World Health Organization), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).
- CalCA will monitor for updates to the definitions of “fully vaccinated” and collect additional information as needed if the definition is updated by the applicable public health agencies.

Access to COVID-19 Vaccine:

- CalCA is not requiring workers to become vaccinated, but encourages workers to get fully vaccinated. If you are interested in more information about the COVID-19 vaccine, locations of walk-in clinics, and opportunities to book an appointment for the COVID-19 vaccine, please visit <https://myturn.ca.gov/> website.
- You may also search vaccines.gov, text your ZIP code to 438829, or call 1-800-232-0233 to find locations near you in the U.S.

Fully Vaccinated Workers:

- Fully vaccinated workers do not have to undergo COVID-19 diagnostic screening testing.
- Fully vaccinated workers may not have to wear face coverings per CalCA Policy and current public health guidelines. Regardless, fully vaccinated employees are strongly encouraged to wear a face covering per public health guidelines.

Acceptable Evidence of Full Vaccination:

- A worker must provide acceptable evidence of vaccination to CalCA in order to be considered fully vaccinated. Per the Order, CalCA can accept one of the following as acceptable evidence of full vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered; OR
 - a photo of a Vaccination Record Card as a separate document; OR
 - a photo of the individual’s Vaccination Record Card stored on a phone or electronic device; OR
 - documentation of COVID-19 vaccination from a health care provider; OR
 - digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR

- documentation of vaccination from other contracted employers who follow CDPH vaccination records guidelines and standards.
- Workers can submit evidence of full vaccination through Ultipro, using the instructions provided by the HR Partner for attestation of vaccine status, and for uploading an acceptable proof of vaccine, as listed above.
- When providing proof of vaccination, workers must not provide any other medical or genetic information to Charter School, including but not limited to underlying conditions or a diagnosis of a medical condition.

COVID-19 Diagnostic Screening Testing for Workers Who Are Not Fully Vaccinated:

- Consistent with the Order, and for purposes of this Policy, workers who are not fully vaccinated must undergo diagnostic screening testing for the weeks they physically interact with CalCA students or staff.
- For workers who physically interact with CalCA students or staff less frequently than once per week, they must undergo diagnostic screening testing during the week of the interaction or no greater than one week in advance to obtain a test result before the interaction.
- This testing will be provided at no cost. CalCA will share information with workers regarding the specifics of testing administration. Workers may choose to seek out a test with their own health care provider or testing center, as long as the test meets CalCA requirements and the test date and results are within the required timeframes.
- Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
- Any exemption from vaccination does not waive this requirement for testing.

Enforcement:

- Workers who do not comply with this Policy or who are not otherwise eligible for a reasonable accommodation to the testing requirement consistent with applicable law and this Policy may, depending on their position, be placed on unpaid/inactive status until compliance.
- If a worker believes they may be entitled to an accommodation consistent with applicable law and this Policy, they can contact Franci Sassin (fsassin@calca.connectionsacademy.org). If requested, CalCA will engage in an interactive process with that individual, and work to identify any possible accommodations as appropriate (e.g., unpaid leave of absence, modified work assignment, etc.). CalCA may not provide an accommodation should it result in a direct threat to health and safety of others or to the individual, and/or if the accommodation will cause an undue hardship for CalCA.
- CalCA may modify enforcement options based on the specific circumstances.

Future Revisions:

- As public health and legal guidance regarding COVID-19 testing at schools evolves, CalCA may revise this Policy accordingly. Upon any revision to this Policy, CalCA will provide notice in writing to workers. This Policy shall be implemented in a manner that is consistent with current federal, state, and local law.

Appendix F—Self-Certification of Vaccination Status-Sample

Employer/Business/Entity Name: California Online Public Schools (CalOPS) dba California Connections Academy Schools

Employee First Name: _____

Employee Last Name: _____

Date of Birth: _____

Pursuant to Cal/OSHA's Emergency Temporary Standards (ETS) on COVID-19 (Cal. Code of Regs. Title 8 §3205) and CDPH Order dated August 11, 2021, employers are required to document the COVID-19 vaccination status of all employees (as described in the COVID-19 Testing Policy). Employers must also keep proper records to demonstrate compliance.

An individual is considered "fully vaccinated" if they provide acceptable evidence of one of the following:

- 2 weeks after completing the 2nd dose of a two-dose COVID-19 vaccine (e.g., Pfizer or Moderna), or
- 2 weeks upon receiving a single dose vaccine (e.g., Johnson & Johnson/Janssen).

Please indicate your vaccination status in response to the questions below. This information will be used to determine whether you will be required to wear a face covering while at one of the school offices and/or at in-person events. It may also be used to determine if COVID testing is required.

In order to be considered fully vaccinated, an employee must provide acceptable evidence, which includes a photo of the COVID-19 Vaccination Record Card or acceptable digital record (see COVID-19 Testing Policy for more information). This evidence is to be uploaded to Ultipro, per the directions provided to all CalCA employees.

Please select the statement below that accurately describes your vaccination status as of the date indicated below:	
<input type="checkbox"/>	I am fully vaccinated. Type of vaccine: _____ Dates of vaccine: _____
<input type="checkbox"/>	I received my second dose of the Pfizer or Moderna vaccine or my single dose of a Johnson & Johnson vaccine less than two weeks ago.
<input type="checkbox"/>	I received my first dose of Moderna or Pfizer, and my second appointment is scheduled.
<input type="checkbox"/>	I have not yet been vaccinated, but I have already scheduled an appointment to receive my first dose of vaccine.
<input type="checkbox"/>	I have not been vaccinated.
<input type="checkbox"/>	I decline to answer whether I have been vaccinated.

All staff who are not fully vaccinated are required to comply with all applicable provisions of the guidance from CDPH on the [Use of Face Coverings](#) and with the CalCA COVID 19 Testing Policy. If you decline to provide information about your vaccination status, you are assumed to be unvaccinated for purposes of rules and requirements, which differ between vaccinated or unvaccinated staff.

I understand that I am required to provide accurate information in response to the question above. I hereby affirm that I have accurately and truthfully answered the question above. I also understand that if I stated that I am fully vaccinated, my employer may also request, or may be required to collect, documentation of my vaccination status (e.g., a copy of my vaccine card or other similar official document confirming vaccination status). I understand that I may submit updated vaccination information at any time by completing and signing this form, which will then supersede all previous forms submitted.

Signature: _____

Date: _____

Appendix G—Request for Medical Exemption/Accommodation Related to COVID-19 Vaccine

California Connections Academy (CalCA) is committed to providing equal employment opportunities without regard to any protected status and a work environment that is free of unlawful harassment, discrimination, and retaliation. As such, the school is committed to complying with all laws protecting individuals with disabilities or medical conditions. When requested, the School will provide an exemption/reasonable accommodation for any known medical condition or disability of a qualified individual which prevents the employee from receiving a COVID-19 vaccine, provided the requested accommodation is reasonable and does not create an undue hardship for the School and/or pose a direct threat to the health or safety of others in the workplace and/or to the requesting employee.

To request an Exemption/Accommodation, please complete Part 1 of this form, have your healthcare provider complete Part 2 (the certification portion), and return them to fsassin@calca.connectionsacademy.org. This information will be used by HR or other appropriate personnel to engage in an interactive process to determine whether an employee is eligible for such exemption/accommodation and if so, to determine the reasonable accommodations which can be provided that would enable the employee to perform the essential functions of their position without posing a threat of harm to self or others.

If an employee refuses to provide such information, the employee's refusal may impact the School's ability to adequately understand the employee's request or to effectively engage in the interactive process to identify possible accommodations. Medical exemptions/accommodations for the COVID-19 vaccine will be considered if the employee provides a written certification by a licensed, treating medical provider [a physician (MD or DO), nurse practitioner (NP), or physician's assistant (PA)], of one of the following:

1. The applicable CDC contraindication for the COVID-19 vaccine, or
2. The applicable contraindication found in the manufacturer's package insert for the COVID-19 vaccine, or
3. A statement that the physical condition of the person or medical circumstances relating to the person are such that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization with the COVID-19 vaccine.

Part 1 – To Be Completed by Employee:

Name: _____

Date of Request: _____

Verification and Accuracy

I verify that the information I am submitting in support of my request for an accommodation is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I also understand that my request for an accommodation may not be granted if it is not reasonable, if it poses a direct threat to the health and/or safety of others in the workplace and/or to me, or if it creates an undue hardship on the Company.

Signature: _____

Date: _____

Print Name: _____

Part 2 – To be completed by Employee’s Medical Provider

Employee Name: _____

Attention Medical Provider: _____

California Connections Academy (“Employer”), as a public school organization, may be mandated to require a COVID-19 vaccination as a condition of employment. The above-named employee is requesting an exemption from this vaccination requirement. A medical exemption from the COVID-19 vaccination may be allowed for certain recognized contraindications.

Please complete the form below. Should you have any questions, please contact Franci Sassin _____ at fsassin@calca.connectionsacademy.org or by phone at 949-306-8498. _____.

The above person should not be immunized for COVID-19 for the following reasons (Please check all that apply):

- ☐ History of previous allergic reaction to indicate an immediate hypersensitivity reaction to a component of the vaccine.
- ☐ The physical condition of the person or medical circumstances relating to the person are such that immunization is not considered safe. Please indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization with the COVID-19 vaccine.
- ☐ Other – Please provide this information in a separate narrative that describes the exemption in detail.

I certify that _____ has the above contraindication and request a medical exemption from the COVID-19 vaccination.

Medical Provider Signature: _____

Date: _____

Print Name: _____

Address: _____

Phone number: _____

Appendix H—Request for Religious Exemption/Accommodation Related to COVID-19 Vaccine

California Connections Academy (CalCA) is committed to providing equal employment opportunities without regard to any protected status and a work environment that is free of unlawful harassment, discrimination, and retaliation. As such, the School is committed to complying with all laws protecting employees' religious beliefs and practices. California Connections Academy ("Employer"), as a public school organization, may be mandated to require a COVID-19 vaccination as a condition of employment.

When requested, the School will ~~provide~~ consider an exemption/reasonable accommodation for ~~employees' employees' sincerely held~~ religious beliefs and practices which prohibit the employee from receiving a COVID-19 vaccine, provided the requested accommodation is reasonable and does not create an undue hardship for the School or pose a direct threat to the health and/or safety of others in the workplace and/or to the requesting employee. Objections to COVID-19 vaccines that are for social, political or economic reasons, for personal preferences or for nonreligious concerns regarding possible side effects of the COVID-19 vaccine, are not considered "religious beliefs" under federal law.

To request an Exemption/Accommodation, please complete this form and return it to Human Resources. This information will be used by Human Resources or other appropriate personnel to engage in an interactive process to determine eligibility for and to identify possible accommodations. If an employee refuses to provide such information, the employee's refusal may impact the School's ability to adequately understand the employee's request or effectively engage in the interactive process to identify possible accommodations.

-Part 1 – To Be Completed by Employee-

Name: _____

Date of Request: _____

Please explain below why you are requesting an Exemption/Accommodation: In some cases, we will need to obtain additional information and/or documentation about your sincerely held religious practice(s) or belief(s). We may need to discuss the nature of your religious belief(s), practice(s) and accommodation with your religion's spiritual leader (if applicable) or religious scholars to address your request for an exception.

If requested, can you provide documentation to support your belief(s) and need for an accommodation and contact information for your religion's spiritual leader?

Yes ☐ No ☐

If no, please explain why: _____

Verification and Accuracy

I verify that the information I am submitting in support of my request for an accommodation is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I also understand that my request for an accommodation may not be granted if it is not reasonable, if it is determined that the belief is not sincerely held or is not religious in nature, if it poses a direct threat to the health and/or safety of others in the workplace and/or to me, or if it creates an undue hardship on the School.

Signature: _____ Date: _____

Print Name: _____

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT ADMINISTRATORS**

RESOLUTION NUMBER 2-22-1

PRESENTED February 22, 2022

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account administrators the **Executive Director, the Director of Finance and the Director of Business Services**. Whoever holds these positions will be a Board authorized account administrator while s/he holds the office or position. All other previous account administrators will be removed as appropriate if they have left their position. If one of the listed positions changes titles, the new title will be the position authorized if that new title is a replacement for the previous title listed above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized account administrators for California Online Public Schools effective February, 2022 are:

Ricardo Romero, Interim Executive Director
LaChelle Carter, Director of Finance
Frances Sassin, Director of Business Services

As authorized by:

Elaine Pavlich, Board President
California Online Public Schools, Board of Directors

Date

Adam Pulsipher, Board Secretary
California Online Public Schools, Board of Directors

Date

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE BANK ACCOUNT(S)**

RESOLUTION NUMBER 2-22-2

Presented February 22, 2022

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Board Vice President, Board Secretary, Principals and Executive Director. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective February 22, 2022:

Elaine Pavlich, Board President
Diana Rivas, Board Vice President
Michael Henjum, Board Treasurer
Adam Pulsipher, Board Secretary
Heather Tamayo, Middle School Principal
Kara Mannix, High School Principal
Marcus White, Elementary School Principal
Ricardo Romero, Interim Executive Director

As authorized by:

Elaine Pavlich, President
California Online Public Schools, Board of Directors

Date

Adam Pulsipher, Secretary
California Online Public Schools, Board of Directors

Date

MEMO

DATE: February 22, 2022

TO: California Online Public Schools Board of Directors

FROM: Leslie Dombek, Director of Student Achievement

RE: Granting High School Diplomas to Students who meet the Requirements of AB104

BACKGROUND

The California legislature recently passed AB104. This measure contained an urgency clause, which means its provisions take effect immediately. The bill addresses three major areas: student retention, pass/no pass grades, and a local graduation requirements exemption. This memo is in response to the local graduation requirements exemption. All elements of this bill will be implemented and work is occurring currently. The local graduation requirements exemption can be summarized as follows:

- LEAs must exempt students enrolled in their 3rd or 4th year of high school in 2020-21 and who are not on track to graduate in four years from all coursework and other requirements adopted by the governing body that is in addition to the statewide coursework requirements.
- LEAs must provide these students the opportunity to complete the statewide coursework required for graduation, which opportunity may include, but is not limited to, the fifth year of instruction or credit recovery.

BOARD REVIEW AND CONSIDERATION FOR APPROVAL

CalCA staff have identified all students who were in their 3rd or 4th year of high school in 2020-2021 and that met the California minimum state graduation requirements. It is respectfully requested that the Board consider the approval of granting diplomas to these students.



CliftonLarsonAllen LLP
2210 East Route 66
Glendora, CA 91740

phone 626.857.7300 fax 626.857.7302
CLAconnect.com

February 7, 2022

Board of Directors and Management
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Dear Members of the Board and Management:

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit and nonaudit services CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") will provide for California Online Public Schools ("you," "your," "the entity", or "the Organization") for the year ended June 30, 2022.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive year for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the third consecutive year Lili Huang will be the engagement principal.

Scope of audit services

We will audit the financial statements of California Online Public Schools, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of supplementary information.
- Preparation of adjusting journal entries.
- Prepare the Data Collection Form.
- Preparation of informational tax returns.

Audit objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Reporting on compliance related to state programs and expressing an opinion (or disclaimer of opinion) on compliance with the laws and regulations of the state programs in accordance with the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that

states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion on the financial statements or the single audit compliance opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance. Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts,

and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are

immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting

documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will prepare a draft of your supplementary information. Since the preparation of the supplementary information in accordance with the applicable criteria is your responsibility, you will be required to review, approve, and accept responsibility for the supplementary information prior to its issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on the supplementary information.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.
- We will prepare the Data Collection Form. Management is responsible to review for completeness and accuracy before submitting to the Federal Audit Clearing House.
- We will prepare the organization's federal Form 990 and applicable state filings in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible. We will not audit or independently verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Use of financial statements

The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the

audited financial statements in a document, such as an annual report or an offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit approximately in May 2022.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

We are available to perform additional procedures with regard to fraud detection and prevention, at your request, as a separate engagement, subject to completion of our normal engagement acceptance procedures. The terms and fees of such an engagement would be documented in a separate engagement letter.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Cognizant or Grantor Agency, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Cognizant or Grantor Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the entity to any persons without the authorization of entity management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our relationship with you is limited to that described in this letter. As such, you understand and agree that we are acting solely as independent accountants. We are not acting in any way as a fiduciary or assuming any fiduciary responsibilities for you. We are not responsible for the preparation of any report to any governmental agency, or any other form, return, or report or for providing advice or any other service not specifically recited in this letter.

Our engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Mediation

Any disagreement, controversy, or claim (“Dispute”) that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice (“Mediation Notice”) to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

Time limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months (“Limitation Period”) after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Estimated Fees

Our professional fees will be billed based on the time involved and the degree of responsibility and skills required. We will also bill for expenses (including internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed.

Based on our preliminary estimates, the price for the engagement is as follows:

Professional Service	Amount
Audit services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$5,000 per additional federal program)	\$ 50,000
Data Collection Form SF-FAC and single audit reporting package	\$ 1,100
Informational tax return services	\$ 2,900
Technology and client support fee	\$ 2,700
Total	\$ 56,700

See the Detailed Fee Schedule at the end of this agreement.

Additional state compliance procedures related to changes to the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will be billed as out-of-scope. This includes independent study testing requirements if the threshold for testing is met.

The estimated fees are based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated price for services will likely be higher. If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and related fees and to reimburse us for all out-of-pocket expenditures through the date of termination. There is a ten percent withholding clause per Education Code 14505.

Unanticipated services

We do not anticipate encountering the need to perform additional services beyond those described in this letter. Below are listings of services considered to be outside the scope of our engagement. If any such service needs to be completed before the audit can proceed in an efficient manner, we will determine whether we can provide the service and maintain our independence. If appropriate, we will notify you and provide a fair and reasonable price for providing the service. We will bill you for the service at periodic dates after the additional service has been performed.

Bookkeeping services

Bookkeeping services are not audit services. Bookkeeping services include the following activities:

- Preparation of a trial balance
- Account reconciliations
- Bank statement reconciliations
- Capital asset accounting (e.g., calculating depreciation, identify capital assets for additions and deletions)
- Calculating accruals
- Analyzing transactions for proper recording
- Converting cash basis accounting records to accrual basis
- Assisting in calculating tax provisions
- Preparation of financial statements and the related notes to the financial statements
- Processing immaterial adjustments through the financial statements
- Adjusting the financial statements for new activities and new disclosures

Additional work resulting from unanticipated changes in your organization or accounting records

If your organization undergoes significant changes in key personnel, accounting systems, and/or internal control, we are required to update our audit documentation and audit plan. The following are examples of situations that will require additional audit work:

- Revising documentation of your internal control for changes resulting from your implementation of new information systems
- Deterioration in the quality of the entity's accounting records during the current-year engagement in comparison to the prior-year engagement
- Significant new accounting issues
- Significant changes in your volume of business
- Mergers, acquisitions, or other business combinations
- New or unusual transactions

- Changes in audit scope or requirements resulting from changes in your activities
- Erroneous or incomplete accounting records
- Evidence of material weaknesses or significant deficiencies in internal control
- Substantial increases in the number or significance of problem loans
- Regulatory examination matters
- Implementation or adoption of new or existing accounting, reporting, regulatory, or tax requirements
- New financial statement disclosures

Changes in engagement timing and assistance by your personnel

The fee estimate is based on anticipated cooperation from your personnel and their assistance with timely preparation of confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, we will advise management. Additional time and costs may be necessary because of such unanticipated delays. Examples of situations that may cause our estimated fee to increase include:

- Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents)
- Rescheduling our fieldwork
- Schedule disruption caused by litigation, financial challenges (going concern), loan covenants (waivers), etc.
- Identifying a significant number of proposed audit adjustments
- Schedules prepared by your personnel that do not reconcile to the general ledger
- Numerous revisions to information and schedules provided by your personnel
- Restating financial statements for accounting errors in the prior year
- Lack of availability of entity personnel during audit fieldwork

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in

this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Changes related to COVID-19

COVID-19 continues to have significant direct and indirect impacts on financial reporting, disclosure requirements, and the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Other fees

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

Consent

Consent to use information for benchmarking analysis

In an effort to better serve the needs of our clients, we develop a variety of benchmark, performance indicator, and predictive analysis reports, using anonymized client data obtained from our audit, tax, and other engagements. Business and financial information that you provide to us may be combined with information from other clients and included within the aggregated data that we use in these reports. While some of these analytical reports will be published and released publicly, please be assured that the separate information that we obtain from you will remain confidential, as required by the AICPA Code of Professional Conduct.

Subcontractors

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement.

Agreement

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

A handwritten signature in black ink, appearing to read "Lili Huang", with a stylized flourish at the end.

Lili Huang, CPA
Principal
626-857-7300
Lili.Huang@CLAconnect.com

Response:

This letter correctly sets forth the understanding of California Online Public Schools.

Authorized management signature: _____

Title: _____

Date: _____

Detailed Fee Schedule:

California Online Public Schools							
	Central	North Bay	Ripon	Capistrano	Central Coast	Monterey Bay	Total
Audit of Basic Financial Statements	\$ 4,709	\$ 4,709	\$ 4,708	\$ 4,708	\$ 4,708	\$ 4,708	\$ 28,250
Governmental Auditing Standards Procedures	600	600	600	600	600	600	3,600
State Compliance Attendance	1,300	1,300	1,300	1,300	1,300	1,300	7,800
State Compliance CalPADS	450	450	450	450	450	450	2,700
State Compliance LCAP	300	300	300	300	300	300	1,800
State Compliance Other	200	200	200	200	200	200	1,200
Single Audit Procedures (1 program)	775	775	775	775	775	775	4,650
DCF Fees	183	183	184	184	183	183	1,100
Tax Services	483	483	483	483	484	484	2,900
Total	9,000	9,000	9,000	9,000	9,000	9,000	54,000
Technology and Support Fee 5%	450	450	450	450	450	450	2,700
Total Federal Audit and Tax Services	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 56,700</u>

February XX, 2022

Via E-mail and Certified Mail

RE: Lease Agreement ("Lease") by and between Legacy Ripon Partners, LLC ("Landlord") and California Online Public Schools ("Tenant"). Landlord and Tenant are parties to that certain Lease Agreement dated May 1, 2012, the First Amendment to Lease dated July 11, 2014, the Second Amendment to Lease dated April 16, 2015, the Third Amendment to Lease dated June 2, 2017 and the Fourth Amendment to Lease dated April 30, 2020 (collectively the "Lease"). Pursuant to the Lease, Landlord leased to Tenant and Tenant leased from Landlord certain property located at 580 N. Wilma Avenue, Suite G, in the City of Ripon, San Joaquin County, State of California and more particularly described in the Lease (the "Premises").

Dear Landlord,

Reference is hereby made to the Lease and the Third Amendment to Lease; capitalized terms used but not defined herein shall be given the meanings ascribed to such terms in the Lease and the Third Amendment.

Pursuant to Section 4 of the Third Amendment to Lease, Tenant hereby notifies Landlord that Tenant is electing to exercise its right and option to extend the term of the Lease for the Fourth Extended Term for a period of two (2) years commencing upon the expiration of the Fourth Amendment to Lease, June 30, 2022. Rent shall be at a current fair market rent which shall be mutually agreed upon between Landlord and Tenant.

Please contact Franci Sassin at fsassin@calca.connectionsacademy.org with any questions regarding this notice.

Sincerely,

CALIFORNIA ONLINE PUBLIC SCHOOLS,

By: _____

Elaine Pavlich, Board President

February 10, 2022

Via Overnight Courier

RE: Lease Agreement (“Lease”) by and between Legacy Ripon Partners, LLC (“Landlord”) and California Online Public Schools (“Tenant”). Landlord and Tenant are parties to that certain Lease Agreement dated May 1, 2012, the First Amendment to Lease dated July 11, 2014, the Second Amendment to Lease dated April 16, 2015, the Third Amendment to Lease dated June 2, 2017 and the Fourth Amendment to Lease dated April 30, 2020 (collectively the “Lease”). Pursuant to the Lease, Landlord leased to Tenant and Tenant leased from Landlord certain property located at 580 N. Wilma Avenue, Suite G, in the City of Ripon, San Joaquin County, State of California and more particularly described in the Lease (the “Premises”).

Dear Landlord,

Reference is hereby made to the Lease and the Third Amendment to Lease; capitalized terms used but not defined herein shall be given the meanings ascribed to such terms in the Lease and the Third Amendment.

Pursuant to Section 4 of the Third Amendment to Lease, Tenant hereby notifies Landlord that Tenant is electing to exercise its right and option to extend the term of the Lease for the Fourth Extended Term for a period of two (2) years commencing upon the expiration of the Fourth Amendment to Lease, June 30, 2022. Rent shall be at a current fair market rent which shall be mutually agreed upon between Landlord and Tenant.

Please contact Franci Sassin at fsassin@calca.connectionsacademy.org with any questions regarding this notice.

Sincerely,

CALIFORNIA ONLINE PUBLIC SCHOOLS,

By: _____

Board President

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy Central Coast is not yet eligible for federal funding under a “schoolwide basis”, based on the fact that the number of students enrolled that meet the FREE or REDUCED lunch income requirements is lower than 40%. Therefore, the school has not yet applied for federal Title funding and was therefore NOT ELIGIBLE for federal COVID relief funds, including ESSER III funding, since a prerequisite for ESSER III funding was the previous receipt of federal Title funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1. Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

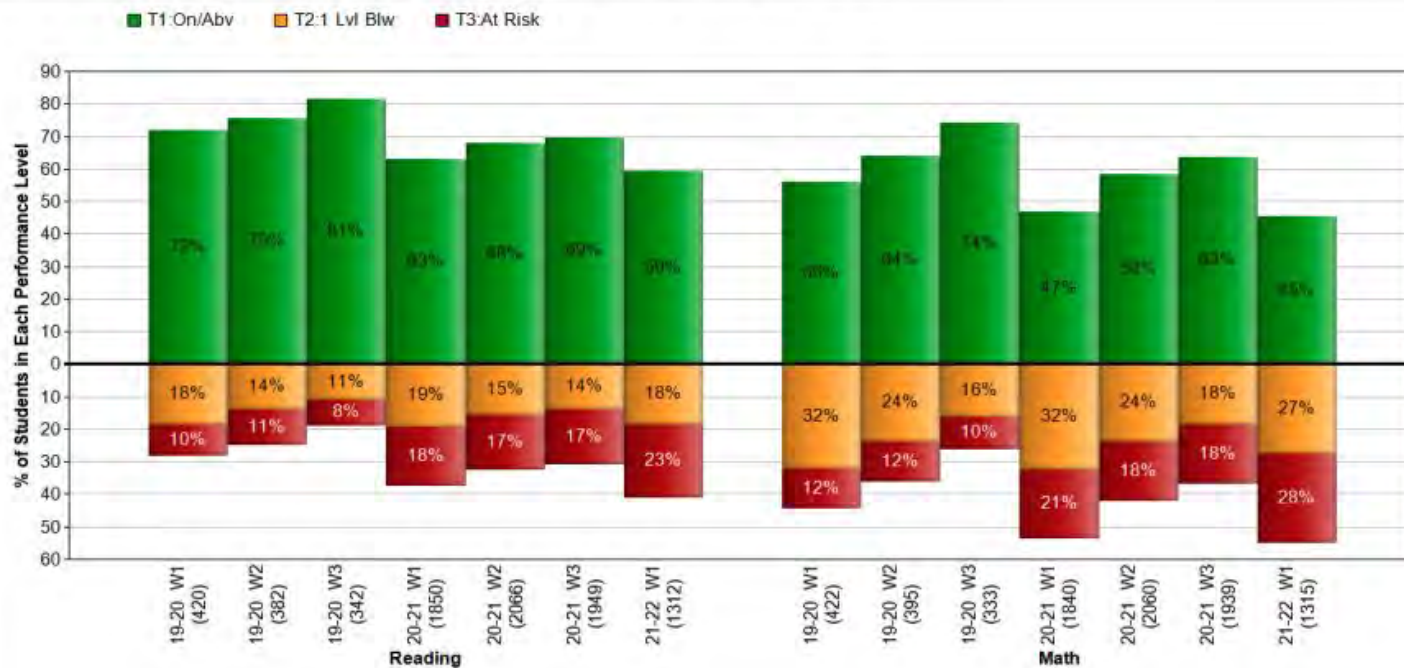
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

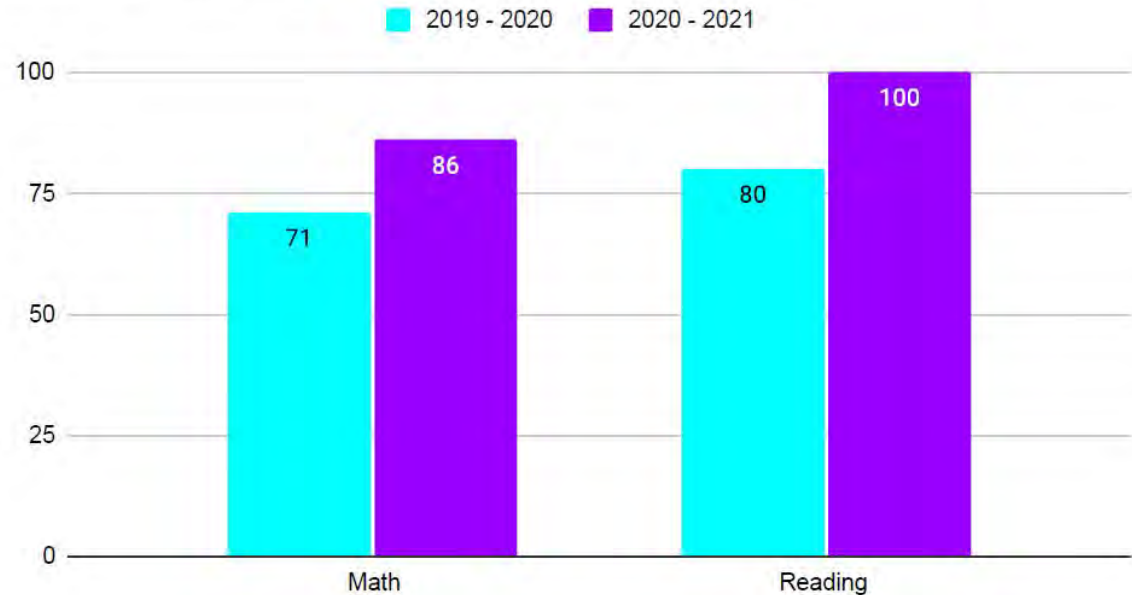


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

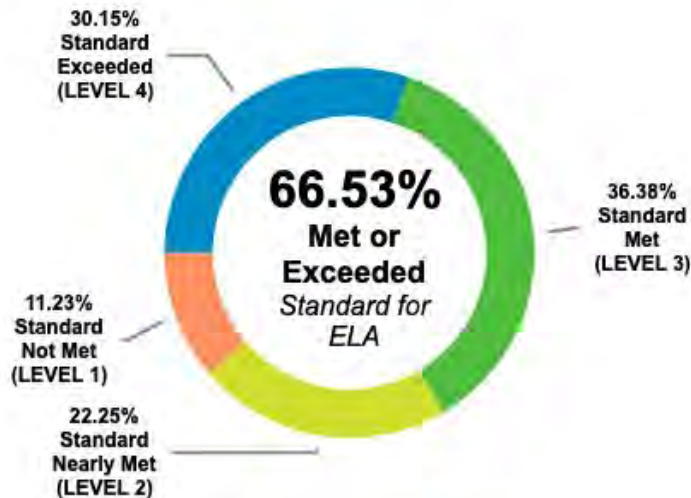
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

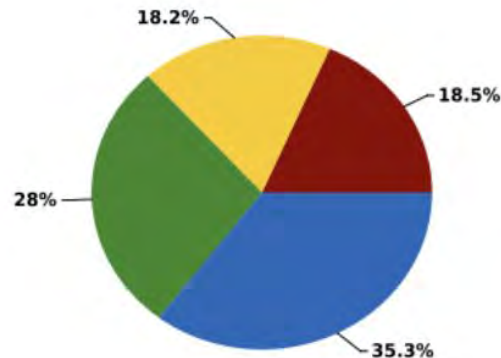
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

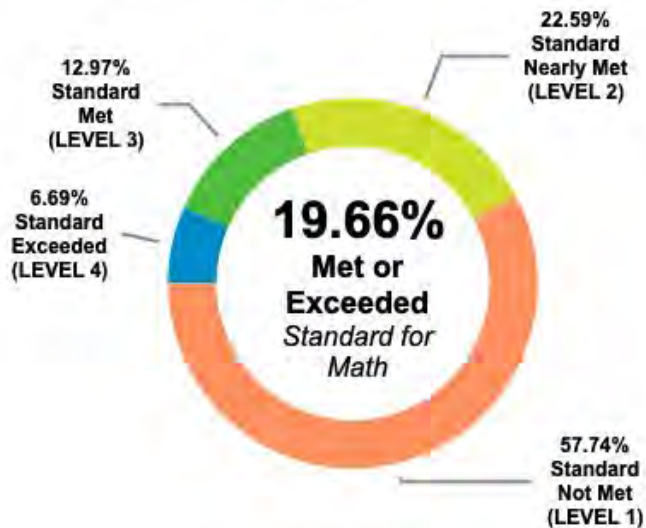
410 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

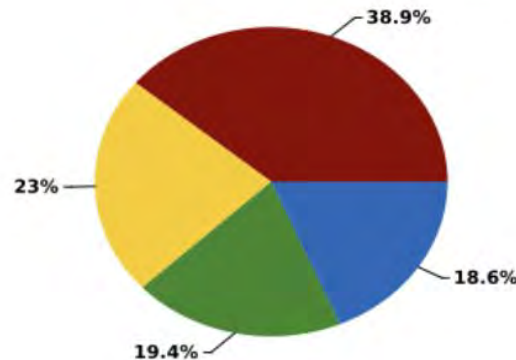
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded

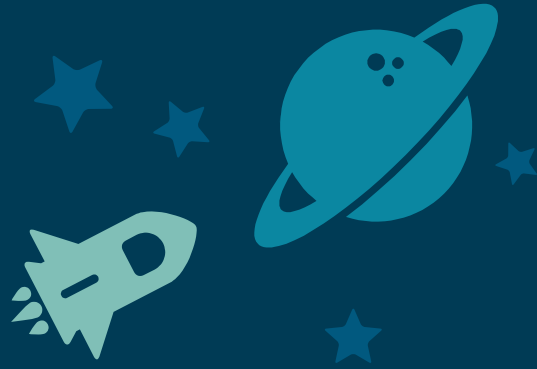


Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

411 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.

Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

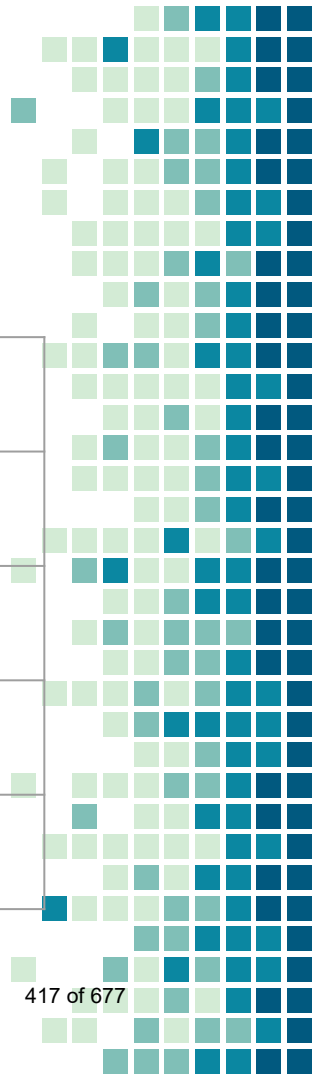
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM		89	94	95	(5)	-5.05%
Forecasted Total Enrollment		141	151	157	(10)	-6.62%
Forecasted Funded Enrollment		89	72	72	18	24.92%
Revenue						
State Funding	108,449.76	291,034.27	234,393.36	169,792.84	56,640.91	24.16%
Federal & Other Program Funding	-	9,100.00	100.00	100.00	9,000.00	9000.00%
Local Aid	256,224.05	678,240.13	544,230.51	580,078.90	134,009.62	24.62%
Other Funding Sources	967.67	2,000.00	2,000.00	500.00	-	0.00%
Total Revenue	365,641.48	980,374.40	780,723.87	750,471.74	199,650.53	25.57%
Program Expenses						
Compensation Expense						
Administration Staff	31,421.28	64,653.34	63,901.58	58,960.05	(751.76)	-1.18%
Instructional Staff	153,065.07	383,485.07	394,025.20	366,265.86	10,540.12	2.67%
Total Compensation Expense	184,486.34	448,138.42	457,926.78	425,225.91	9,788.36	2.14%
Fee Based Expenses						
Enrollment/Unit Based Fees	142,671.43	308,079.22	324,818.75	332,450.72	16,739.52	5.15%
Revenue Based Fees	28,967.41	77,311.66	62,099.82	61,081.37	(15,211.83)	-24.50%
Total Fee Based Expenses	171,638.84	385,390.88	386,918.57	393,532.09	1,527.69	0.39%
Other School Expenses						
Assessment	9.46	10,677.59	10,677.59	10,237.59	-	0.00%
Authorizer Oversight	4,942.87	11,676.29	9,920.17	8,517.85	(1,756.12)	-17.70%
Employee Related	7,770.13	11,690.35	11,690.35	6,639.03	-	0.00%
Facilities	4,428.38	13,466.12	13,299.12	12,113.76	(167.00)	-1.26%
Governance	2,131.59	3,814.32	3,814.32	3,417.10	-	0.00%
Internet Service Provider	6,221.17	4,362.78	3,130.59	3,130.59	(1,232.19)	-39.36%
Instructional	1,189.18	4,823.68	4,823.68	4,823.68	-	0.00%
Professional Services	1,617.59	3,585.23	3,585.23	3,185.23	-	0.00%
Student Related	7,596.86	32,431.00	32,431.00	31,411.00	-	0.00%
Taxes	3,080.28	6,308.41	6,534.08	5,841.05	225.67	3.45%
Total Other School Expenses	38,987.51	102,835.77	99,906.13	89,316.88	(2,929.64)	-2.93%
Adjustments and Credits						
Discretionary Service Credit	-	-	(164,100.00)	(159,000.00)	164,100.00	100.00%
Total Adjustments and Credits	-	-	(164,100.00)	(159,000.00)	164,100.00	100.00%
Total Program Expenses	395,112.69	936,365.07	780,651.48	749,074.88	172,486.42	-19.95%
Net Increase (Decrease)	(29,471.21)	44,009.33	72.39	1,396.86	43,936.94	
Beginning fund balance	10,239.60	10,239.60				
Ending fund balance	(19,231.61)	54,248.93				

California Connections Academy Central Coast
Approved Revised Budget
2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	89
Forecasted Total Enrollment	141
Forecasted Funded Enrollment	89
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	190,657
LCFF / General Purpose Block Grant - State EPA	18,885
Lottery	17,800
Special Education Pass through funds - State	58,588
Special Education Dispute Prevention	495
Special Education Learning Recovery	2,229
ERMHS	1,237
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	1,143
Total State Funding	291,034
<i>Federal & Other Programs Funding</i>	
Title I	0
Title II	0
Title IV	0
IDEA	9,000
E-Rate	100
Total Federal & Other Programs Funding	9,100
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	678,240
Total Local Funding	678,240
<i>Other Funding</i>	
Interest	2,000
Total Other Funding	2,000
Total Revenue	980,374

California Connections Academy Central Coast
Approved Revised Budget
2021-2022

Program Expenses

<i>Compensation Expense</i>	
Administrative Compensation	
Salaries	46,900
Benefits	11,490
Pension	4,228
Taxes	2,035
Total Administrative Compensation	64,653
Instructional Compensation	
Salaries	273,264
Benefits	62,617
Pension	42,981
Taxes	4,623
Total Instructional Compensation	383,485
Total Compensation Expense	448,138

<i>Fee Based Expenses</i>	
Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	4,463
Connexus Annual License (EMS)	53,550
Curriculum Postage	4,653
Direct Course Instruction Support	990
Educational Resource Center	11,246
Enrollment and Records Management	5,640
Facility Support Services	360
Hardware/Software - Employees	2,879
Human Resources Support	5,998
ISP Processing Fee	2,210
School Curriculum Supplies	11,185
Short-Term Sub Teaching Services	2,106
Special Populations Consultative Services	3,418
Student Technology Assistance- Laptops	40,793
Tangible/Intangible Instr. Materials	143,475
Technical Support and Repairs	13,388
Voice Over IP Services	1,727
Total Enrollment/Unit Based Fees	308,079
Revenue-Based Fees	
Marketing Services	9,095
School Administration	54,573
Treasury Services	13,643
Total Revenue Based Fees	77,312
Total Fee-Based Expenses	385,391

California Connections Academy Central Coast
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	4,023
Student Testing & Assessment Travel	4,854
Student Testing Technology	1,800

Total Assessment	10,678
-------------------------	---------------

Authorizer Oversight

District Oversight	8,878
SELPA Admin Fee	2,409
STRS Reporting	390

Total Authorizer Oversight	11,676
-----------------------------------	---------------

Employee Related

Staff Recruiting/Background Checks	394
Staff Training/Prof. Dvlpmnt	8,405
Team Building	452
Travel and Conferences - Administration	1,495
Travel and Conferences - Teachers	945

Total Employee Related	11,690
-------------------------------	---------------

Facilities

Copiers/ Reproduction	284
Equipment/Supplies	1,648
Expensed Furniture and Equipment	1,520
Internet	655
Maintenance & Repairs	771
Office Postage	413
Office Rent	5,633
Office Supplies	566
Phone	477
Rent Operating Expense	573
Rent Storage Unit	334
Utilities	593

Total Facilities	13,466
-------------------------	---------------

Governance

Accreditation	1,294
Banking Fees	1,500
Board-Related Expenses	180
Dues - School	350
Dues - Staff	350
Insurance Expenses	140

Total Governance	3,814
-------------------------	--------------

Internet Service Provider

ISP Payment Reimbursement	4,363
---------------------------	-------

Total Internet Service Provider	4,363
--	--------------

California Connections Academy Central Coast
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	2,400
Summer School	2,424
Total Instructional	4,824
<i>Professional Services</i>	
Accounting Services/Audit	660
AERIES	696
Legal Services	1,540
Other School Contracted Services	617
Other School Expense	73
Total Professional Services	3,585
<i>Student Related</i>	
Graduation Expense	4,000
SPED Related Services	16,702
Student Activities	11,729
Total Student Related	32,431
<i>Taxes</i>	
Sales Tax And Use	6,308
Total Taxes	6,308
Total Other Expenses	102,836
<i>Adjustments and Credits</i>	
Discretionary Service Credit	-
Total Adjustments and Credits	-
Total Program Expenses	936,365
<i>Net Increase (Decrease)</i>	44,009

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1.

Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

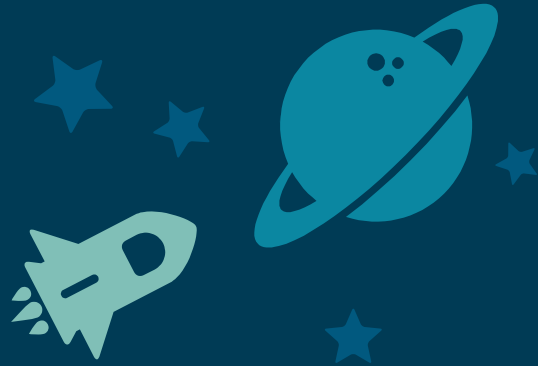
Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

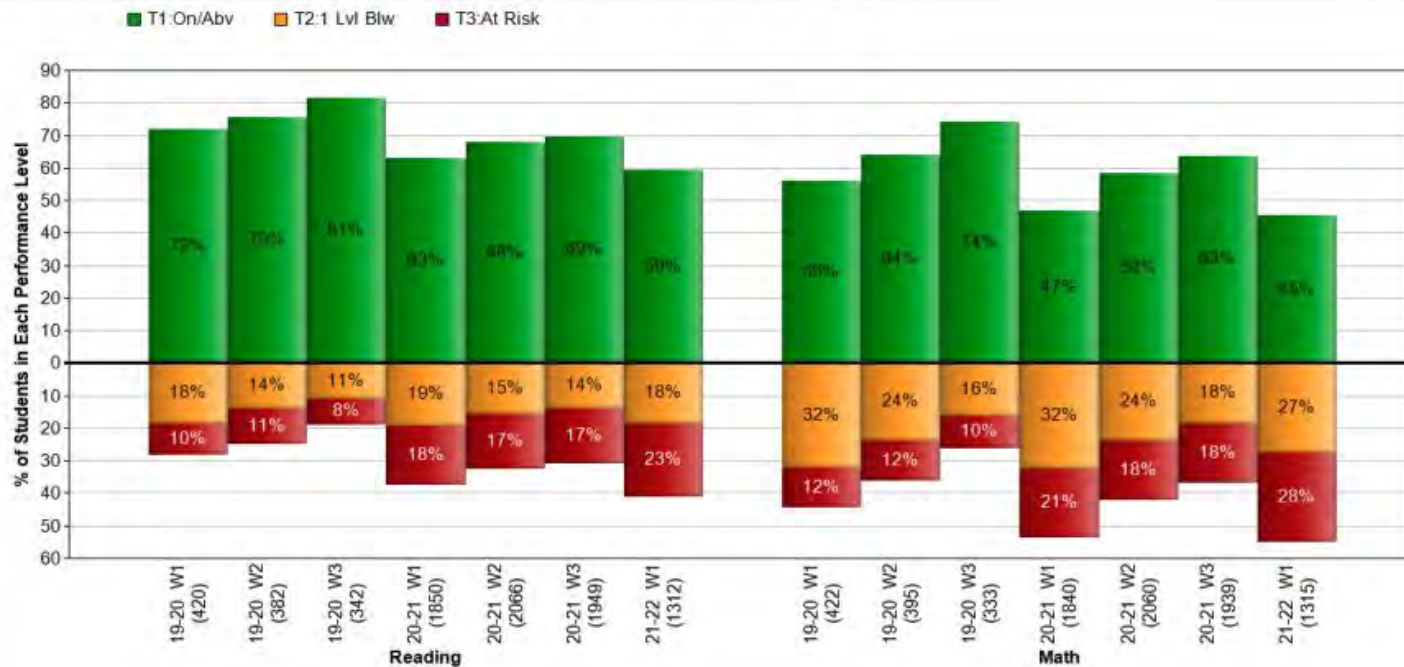
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

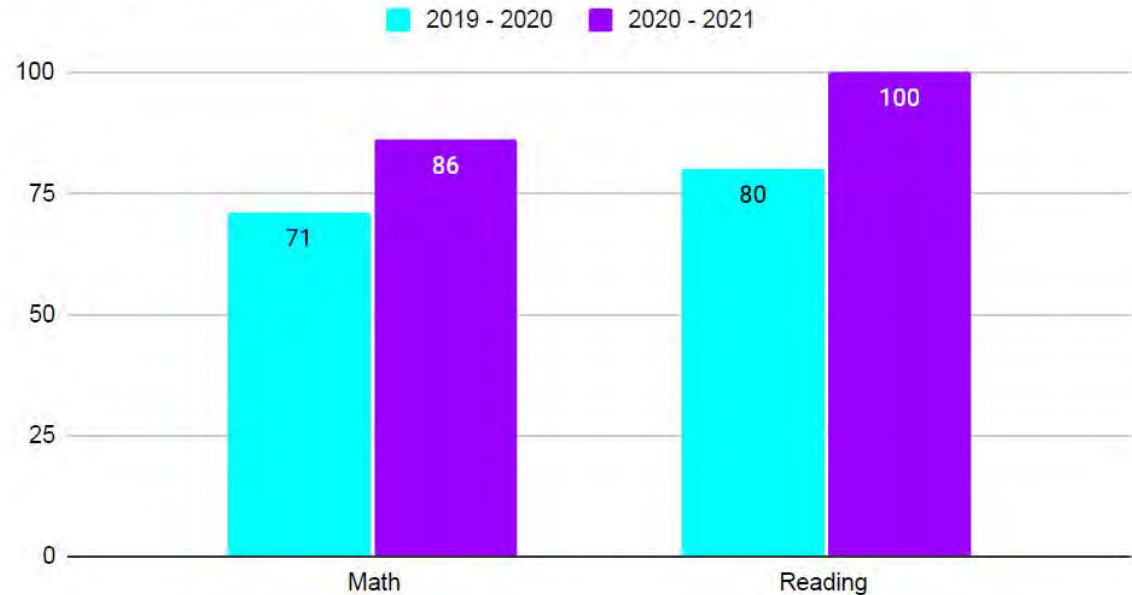


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

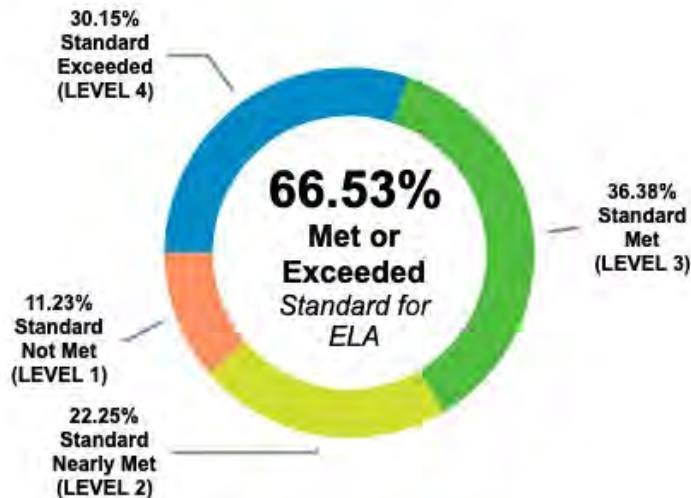
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

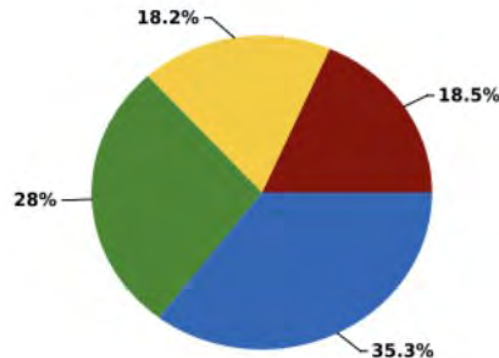
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

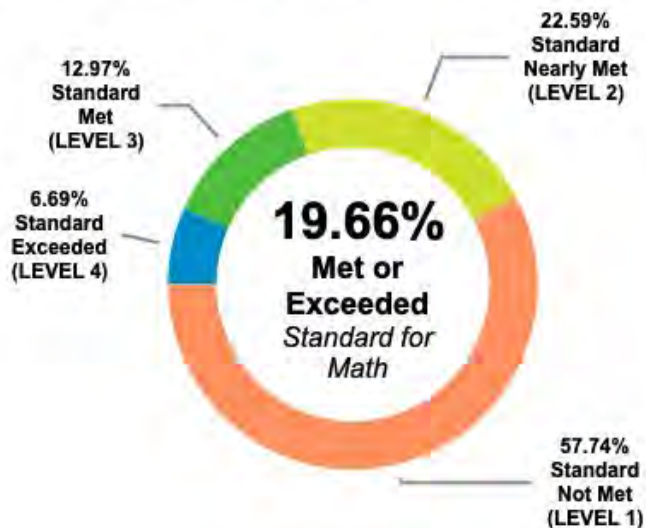
455 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

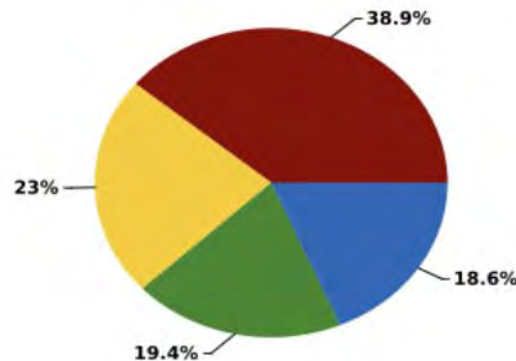
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

456 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.

Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

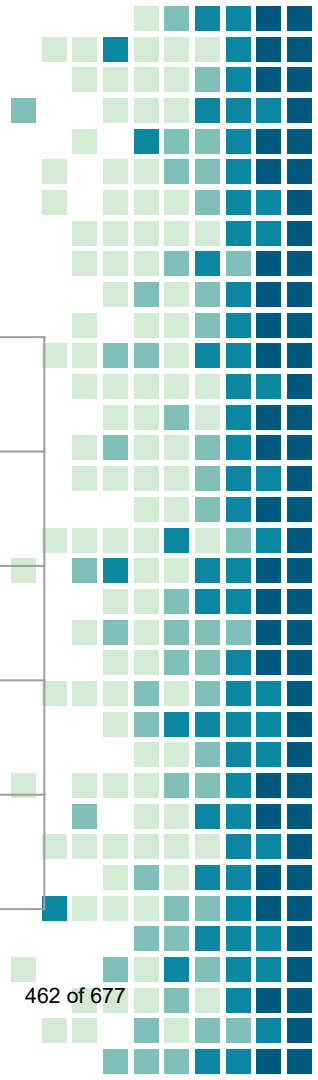
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy Central Valley
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment					
Forecasted ADM		639	689	(50)	-7.28%
Forecasted Total Enrollment		922	1,040	(118)	-11.35%
Forecasted Funded Enrollment		625	575	50	8.71%
Revenue					
State Funding	2,639,617.68	6,910,272.02	6,352,286.73	557,985.28	8.00%
Federal & Other Program Funding	152,021.00	658,273.00	647,973.00	10,300.00	1.59%
Local Aid	164,377.91	425,201.12	390,315.53	34,885.59	8.00%
Other Funding Sources	641.94	1,200.00	1,200.00	-	0.00%
Total Revenue	2,956,658.53	7,994,946.14	7,391,775.26	603,170.87	8.00%
Program Expenses					
Compensation Expense					
Administration Staff	229,210.40	471,630.07	466,146.19	(5,483.88)	-1.18%
Instructional Staff	949,469.60	2,607,705.86	2,721,327.14	113,621.28	4.18%
Total Compensation Expense	1,178,679.99	3,079,335.93	3,187,473.33	108,137.40	3.39%
Fee Based Expenses					
Enrollment/Unit Based Fees	1,068,569.81	2,212,597.71	2,403,806.91	191,209.19	7.95%
Revenue Based Fees	294,280.59	635,636.29	587,401.89	(48,234.40)	-8.21%
Total Fee Based Expenses	1,362,850.40	2,848,234.01	2,991,208.80	142,974.79	4.78%
Other School Expenses					
Assessment	67.05	73,601.69	73,601.69	-	0.00%
Authorizer Oversight	44,451.06	93,091.34	88,383.70	(4,707.64)	-5.33%
Employee Related	56,488.30	116,900.43	98,900.43	(18,000.00)	-18.20%
Facilities	32,065.30	100,990.31	100,990.31	-	0.00%
Governance	7,002.75	15,298.54	15,298.54	-	0.00%
Internet Service Provider	5,673.32	31,401.89	38,660.00	7,258.11	18.77%
Instructional	8,516.11	44,790.27	44,790.27	-	0.00%
Professional Services	11,666.35	27,635.27	27,635.27	-	0.00%
Student Related	122,483.73	716,460.80	716,460.80	-	0.00%
Taxes	21,854.93	47,194.89	53,547.52	6,352.63	11.86%
Total Other School Expenses	310,268.90	1,267,365.43	1,258,268.53	(9,096.90)	-0.72%
Total Program Expenses	2,851,799.29	7,194,935.37	7,436,950.66	242,015.29	3.25%
Net Increase (Decrease)	104,859.24	800,010.77	(45,175.40)	845,186.17	
Beginning fund balance	470,236.96	470,236.96			
Ending fund balance	575,096.20	1,270,247.73			

California Connections Academy Central Valley
Approved Revised Budget
2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	639
Forecasted Total Enrollment	922
Forecasted Funded Enrollment	625
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	3,672,028
LCFF / General Purpose Block Grant - State EPA	2,607,190
Lottery	124,450
Special Education Pass through funds - State	409,622
Special Education Dispute Prevention	9,783
Special Education Learning Recovery	44,024
ERMHS	28,175
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	15,000
Total State Funding	6,910,272
<i>Federal & Other Programs Funding</i>	
Title I	141,685
Title II	19,000
Title IV	10,000
IDEA	77,875
E-Rate	1,400
ESSER Funding	408,313
Total Federal & Other Programs Funding	658,273
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	425,201
Total Local Funding	425,201
<i>Other Funding</i>	
Interest	1,200
Total Other Funding	1,200
Total Revenue	7,994,946

California Connections Academy Central Valley
Approved Revised Budget
2021-2022

Program Expenses

Compensation Expense

Administrative Compensation	
Salaries	342,123
Benefits	83,820
Pension	30,842
Taxes	14,845
Total Administrative Compensation	471,630
 Instructional Compensation	
Salaries	1,818,874
Benefits	446,824
Pension	309,042
Taxes	32,967
Total Instructional Compensation	2,607,706
Total Compensation Expense	3,079,336

Fee Based Expenses

Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	31,941
Community Outreach	25,000
Connexus Annual License (EMS)	383,293
Curriculum Postage	30,426
Direct Course Instruction Support	12,746
Educational Resource Center	80,492
Enrollment and Records Management	36,880
Facility Support Services	2,627
Hardware/Software - Employees	20,670
Human Resources Support	43,063
ISP Processing Fee	15,908
School Curriculum Supplies	15,120
Short-Term Sub Teaching Services	26,551
Special Populations Consultative Services	157,202
Student Technology Assistance- Laptops	288,729
Tangible/Intangible Instr. Materials	933,725
Technical Support and Repairs	95,823
Voice Over IP Services	12,402
Total Enrollment/Unit Based Fees	2,212,598
 Revenue-Based Fees	
Marketing Services	74,781
School Administration	448,684
Treasury Services	112,171
Total Revenue Based Fees	635,636
Total Fee-Based Expenses	2,848,234

California Connections Academy Central Valley
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	22,000
Student Testing & Assessment Travel	35,402
Student Testing Technology	16,200

Total Assessment	73,602
-------------------------	---------------

Authorizer Oversight

District Oversight	67,044
SELPA Admin Fee	23,205
STRS Reporting	2,842

Total Authorizer Oversight	93,091
-----------------------------------	---------------

Employee Related

Staff Recruiting/Background Checks	3,339
Staff Training/Prof. Dvlpmt	90,109
Team Building	3,294
Travel and Conferences - Administration	13,274
Travel and Conferences - Teachers	6,885

Total Employee Related	116,900
-------------------------------	----------------

Facilities

Copiers/ Reproduction	1,977
Equipment/Supplies	12,740
Expensed Furniture and Equipment	13,567
High-Speed Internet	4,774
Maintenance & Repairs	5,778
Office Postage	3,011
Office Rent	41,092
Office Supplies	4,569
Phone	3,481
Rent Operating Expense	4,178
Rent Storage Unit	1,500
Utilities	4,324

Total Facilities	100,990
-------------------------	----------------

Governance

Accreditation	2,500
Banking Fees	1,000
Board-Related Expenses	1,313
Dues - School	6,800
Dues - Staff	2,663
Insurance Expenses	1,023

Total Governance	15,299
-------------------------	---------------

Internet Service Provider

ISP Payment Reimbursement	31,402
---------------------------	--------

Total Internet Service Provider	31,402
--	---------------

California Connections Academy Central Valley
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	27,109
Summer School	17,681
Total Instructional	44,790
<i>Professional Services</i>	
Accounting Services/Audit	4,814
AERIES	5,077
Legal Services	10,915
Other School Contracted Services	6,299
Other School Expense	530
Total Professional Services	27,635
<i>Student Related</i>	
Graduation Expense	5,800
SPED Related Services	698,211
Student Activities	12,450
Total Student Related	716,461
<i>Taxes</i>	
Sales Tax And Use	47,195
Total Taxes	47,195
Total Other Expenses	1,267,365
Total Program Expenses	7,194,935
<i>Net Increase (Decrease)</i>	800,011

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy Monterey Bay is not yet eligible for federal funding under a “schoolwide basis”, based on the fact that the number of students enrolled that meet the FREE or REDUCED lunch income requirements is lower than 40%. Therefore, the school has not yet applied for federal Title funding and was therefore NOT ELIGIBLE for federal COVID relief funds, including ESSER III funding, since a prerequisite for ESSER III funding was the previous receipt of federal Title funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1. Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

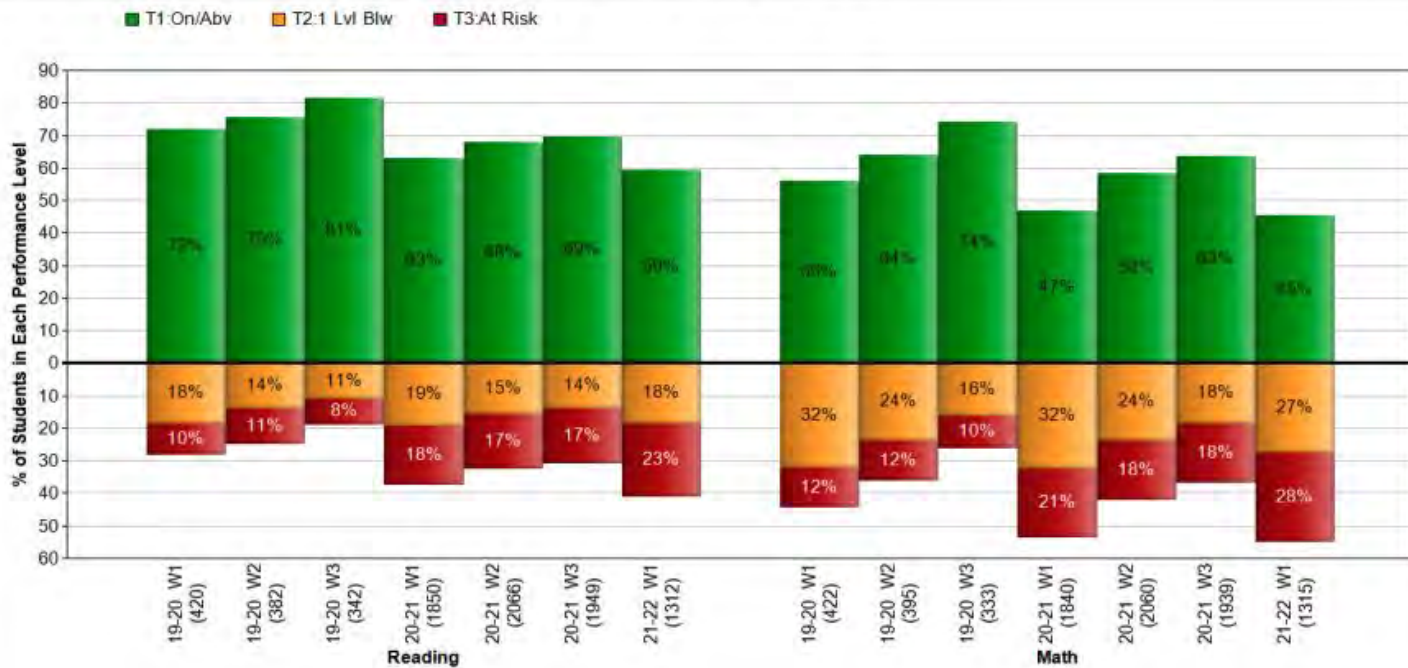
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

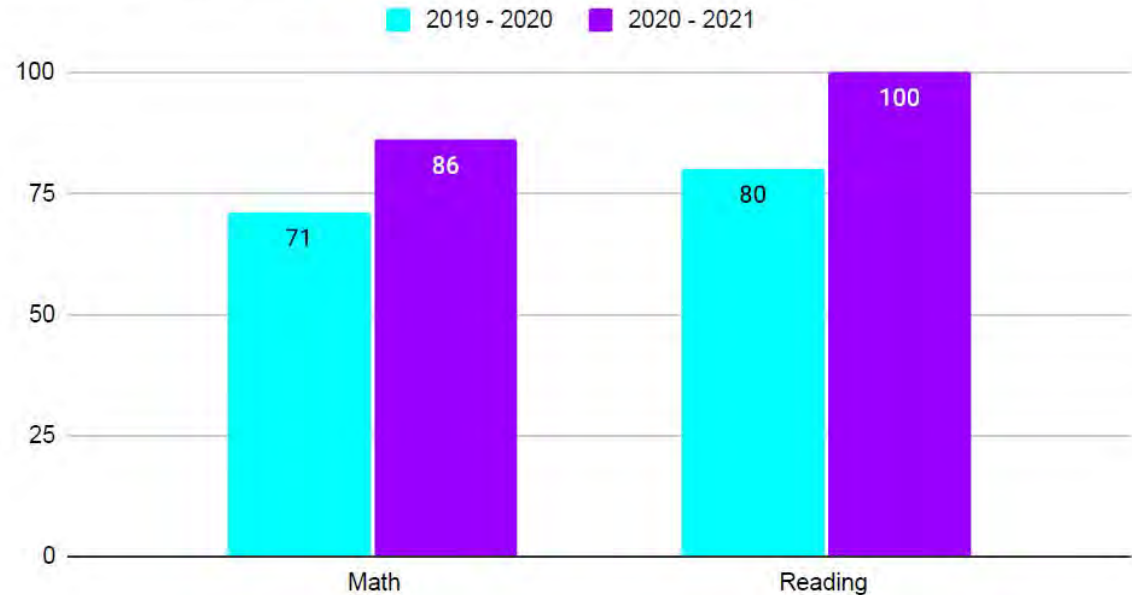


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

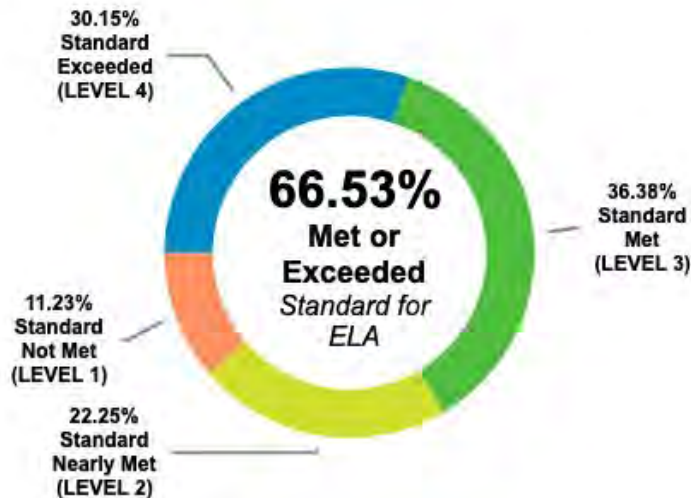
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

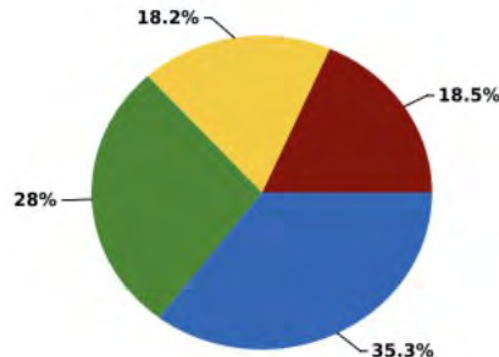
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

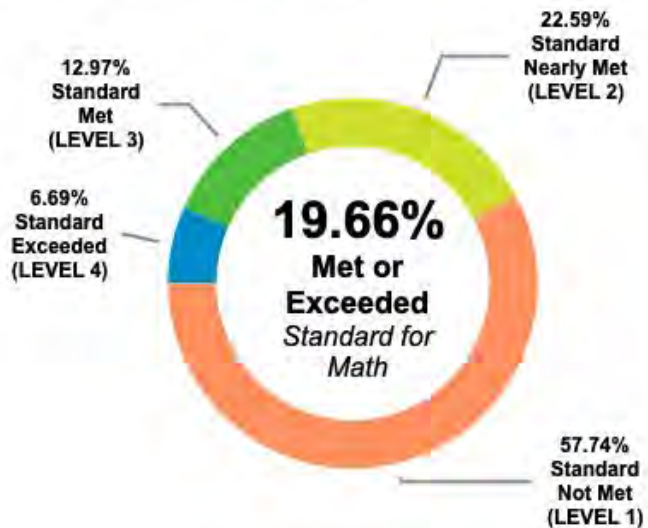
500 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

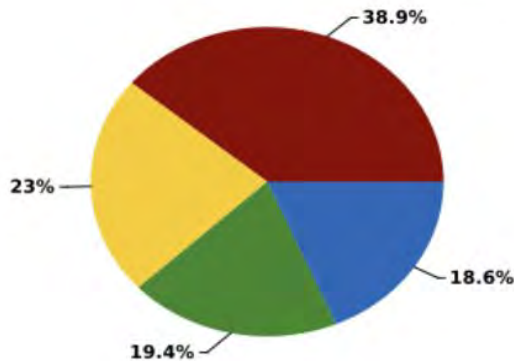
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

501 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.



Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

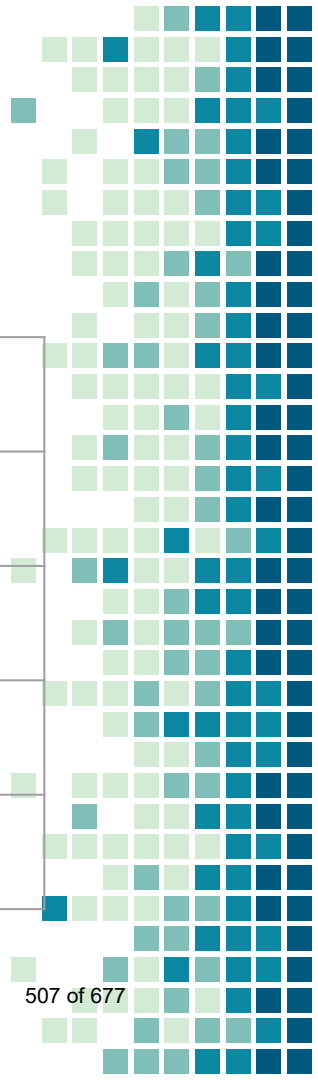
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>					
Forecasted ADM		436.40	468.00	(31.60)	-6.75%
Forecasted Total Enrollment		634.00	704.00	(70.00)	-9.94%
Forecasted Funded Enrollment		400.59	384.89	15.71	4.08%
<u>Revenue</u>					
State Funding	875,922.16	2,078,080.59	1,992,711.09	85,369.40	0.00%
Federal & Other Program Funding	-	50,250.00	500.00	49,750.00	9950.00%
Local Aid	973,594.22	2,250,789.19	2,154,134.35	96,654.84	4.49%
Other Funding Sources	151.79	500.00	500.00	-	0.00%
Total Revenue	1,849,668.17	4,379,619.78	4,147,845.44	231,774.24	5.59%
<u>Program Expenses</u>					
<u>Compensation Expense</u>					
Administration Staff	149,978.61	308,600.40	305,012.16	(3,588.24)	-1.18%
Instructional Staff	634,378.16	1,766,784.16	1,770,931.71	4,147.55	0.23%
Total Compensation Expense	784,356.77	2,075,384.56	2,075,943.87	559.31	0.03%
<u>Fee Based Expenses</u>					
Enrollment/Unit Based Fees	718,645.38	1,450,282.12	1,587,943.65	137,661.53	8.67%
Revenue Based Fees	163,399.97	341,266.07	326,668.44	(14,597.63)	-4.47%
Total Fee Based Expenses	882,045.35	1,791,548.19	1,914,612.09	123,063.90	6.43%
<u>Other School Expenses</u>					
Assessment	46.83	56,629.00	56,629.00	-	0.00%
Authorizer Oversight	32,956.55	62,989.70	63,387.07	397.37	0.63%
Employee Related	37,277.50	76,470.33	56,470.33	(20,000.00)	-35.42%
Facilities	21,413.59	64,937.56	64,937.56	-	0.00%
Governance	5,142.96	9,893.24	9,893.24	-	0.00%
Internet Service Provider	6,355.32	19,066.06	21,034.00	1,967.94	9.36%
Instructional	5,702.17	23,024.13	23,024.13	-	0.00%
Professional Services	7,870.56	16,119.58	16,119.58	-	0.00%
Student Related	80,386.89	209,905.77	209,905.77	-	0.00%
Taxes	14,231.65	26,836.86	30,403.83	3,566.97	11.73%
Total Other School Expenses	211,384.02	565,872.22	551,804.50	(14,067.72)	-2.55%
<u>Adjustments and Credits</u>					
Discretionary Service Credit	-	(53,200.00)	(395,000.00)	341,800.00	86.53%
Total Adjustments and Credits	-	(53,200.00)	(395,000.00)	341,800.00	86.53%
Total Program Expenses	1,877,786.14	4,379,604.98	4,147,360.46	451,355.48	-5.60%
Net Increase (Decrease)	(28,117.98)	14.80	484.98	(470.17)	
Beginning fund balance	34,596.72	34,596.72			
Ending fund balance	6,478.74	34,611.52			

California Connections Academy Monterey Bay
Approved Revised Budget
2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	436
Forecasted Total Enrollment	634
Forecasted Funded Enrollment	401
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	1,591,940
LCFF / General Purpose Block Grant - State EPA	83,703
Lottery	79,718
Special Education Pass through funds - State	262,387
ERMHS	26,886
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	8,245
Total State Funding	2,078,081
<i>Federal & Other Programs Funding</i>	
Title I	0
Title II	0
Title IV	0
IDEA	49,750
E-Rate	500
Total Federal & Other Programs Funding	50,250
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	2,250,789
Total Local Funding	2,250,789
<i>Other Funding</i>	
Interest	500
Total Other Funding	500
Total Revenue	4,379,620

California Connections Academy Monterey Bay
Approved Revised Budget
2021-2022

Program Expenses

Compensation Expense

Administrative Compensation	
Salaries	223,860
Benefits	54,846
Pension	20,181
Taxes	9,714
Total Administrative Compensation	308,600
 Instructional Compensation	
Salaries	1,229,060
Benefits	304,532
Pension	210,714
Taxes	22,478
Total Instructional Compensation	1,766,784
Total Compensation Expense	2,075,385

Fee Based Expenses

Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	21,820
Connexus Annual License (EMS)	261,842
Curriculum Postage	20,922
Direct Course Instruction Support	20,870
Educational Resource Center	54,987
Enrollment and Records Management	25,360
Facility Support Services	1,719
Hardware/Software - Employees	14,104
Human Resources Support	29,382
ISP Processing Fee	9,659
School Curriculum Supplies	10,317
Short-Term Sub Teaching Services	16,783
Special Populations Consultative Services	81,303
Student Technology Assistance- Laptops	162,393
Tangible/Intangible Instr. Materials	644,900
Technical Support and Repairs	65,460
Voice Over IP Services	8,462
Total Enrollment/Unit Based Fees	1,450,282
 Revenue-Based Fees	
Marketing Services	40,149
School Administration	240,894
Treasury Services	60,223
Total Revenue Based Fees	341,266
Total Fee-Based Expenses	1,791,548

California Connections Academy Monterey Bay
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	19,765
Student Testing & Assessment Travel	26,064
Student Testing Technology	10,800

Total Assessment	56,629
-------------------------	---------------

Authorizer Oversight

District Administrative Fees	10,000
District Oversight	39,264
STRS Reporting	1,860
SELPA Admin Fee	11,866

Total Authorizer Oversight	62,990
-----------------------------------	---------------

Employee Related

Staff Recruiting/Background Checks	2,185
Staff Training/Prof. Dvlpmt	59,155
Team Building	2,155
Travel and Conferences - Administration	7,946
Travel and Conferences - Teachers	5,029

Total Employee Related	76,470
-------------------------------	---------------

Facilities

Copiers/ Reproduction	1,355
Equipment/Supplies	8,432
Expensed Furniture and Equipment	8,877
High-Speed Internet	2,976
Maintenance & Repairs	3,440
Office Postage	1,970
Office Rent	26,888
Office Supplies	2,700
Rent Operating Expense	2,278
Rent Storage Unit	2,733
Phone	459
Utilities	2,830

Total Facilities	64,938
-------------------------	---------------

Governance

Accreditation	2,345
Banking Fees	1,500
Board-Related Expenses	859
Dues - School	3,350
Dues - Staff	1,170
Insurance Expenses	669

Total Governance	9,893
-------------------------	--------------

Internet Service Provider

ISP Payment Reimbursement	19,066
---------------------------	--------

Total Internet Service Provider	19,066
--	---------------

California Connections Academy Monterey Bay
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	11,455
Summer School	11,569
Total Instructional	23,024
<i>Professional Services</i>	
Accounting Services/Audit	3,150
AERIES	3,322
Legal Services	6,357
Other School Contracted Services	2,944
Other School Expense	347
Total Professional Services	16,120
<i>Student Related</i>	
Graduation Expense	8,710
SPED Related Services	195,571
Student Activities	5,625
Total Student Related	209,906
<i>Taxes</i>	
Sales Tax And Use	26,837
Total Taxes	26,837
Total Other Expenses	565,872
<i>Adjustments and Credits</i>	
Discretionary Service Credit	(53,200)
Total Adjustments and Credits	(53,200)
Total Program Expenses	4,379,605
<i>Net Increase (Decrease)</i>	15

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1.

Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

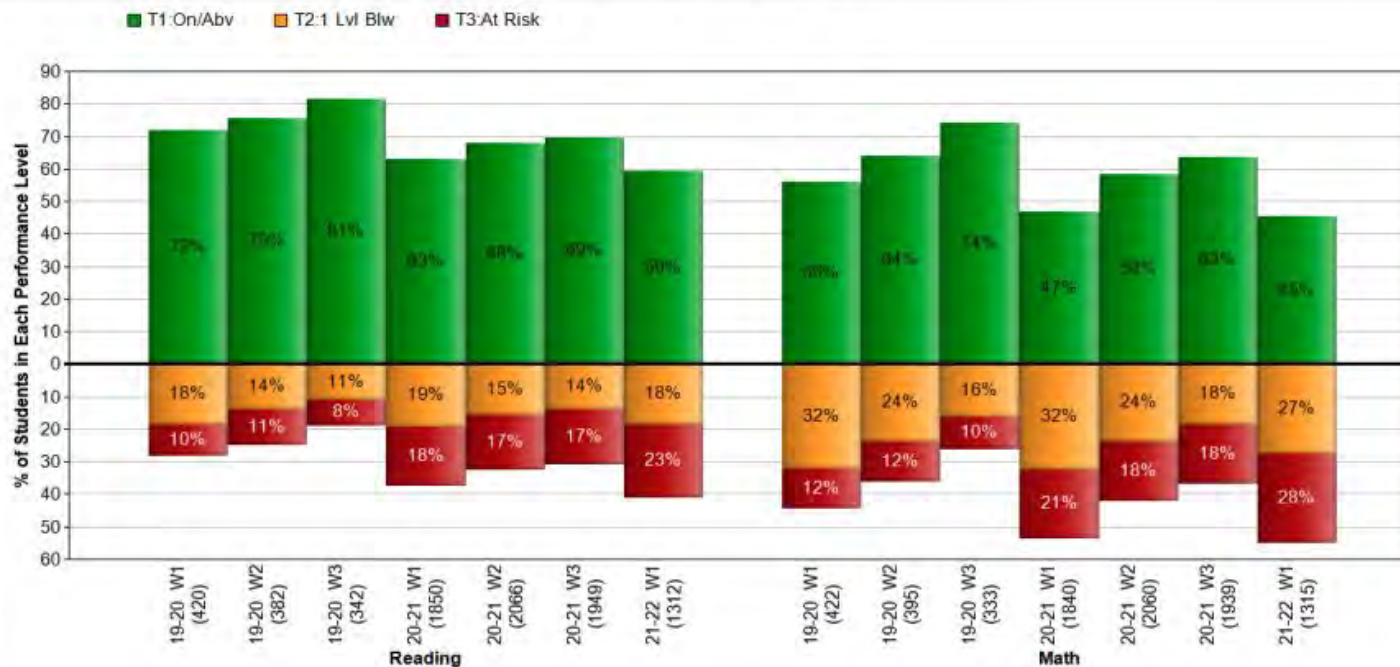
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

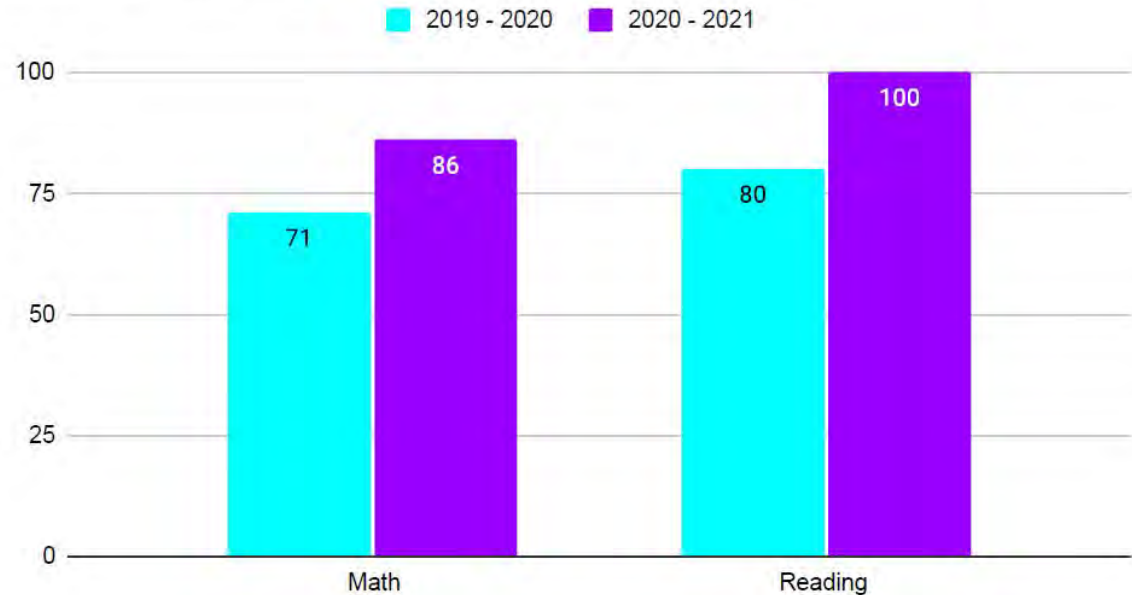


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

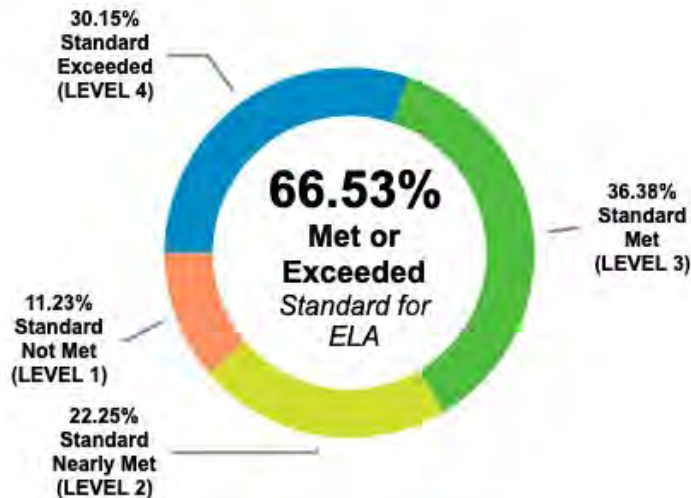
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

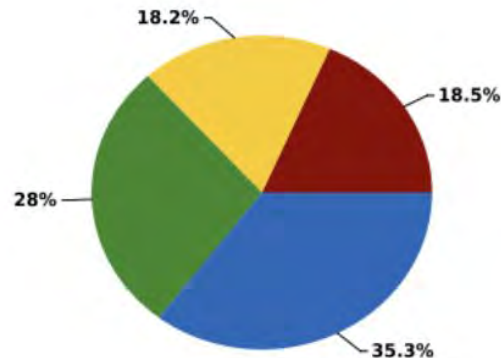
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

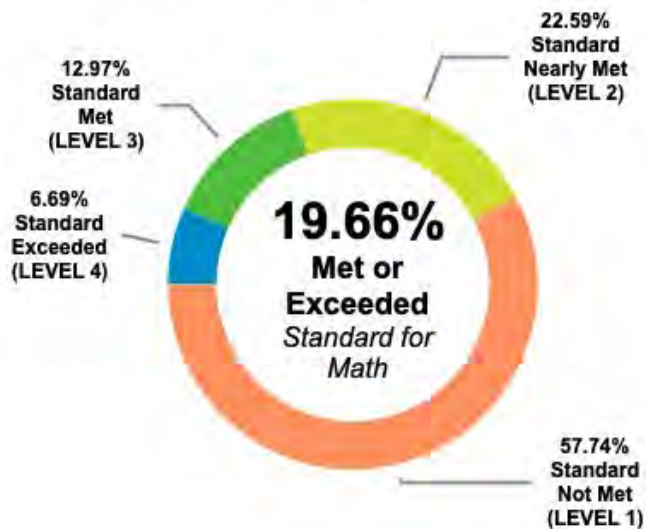
545 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

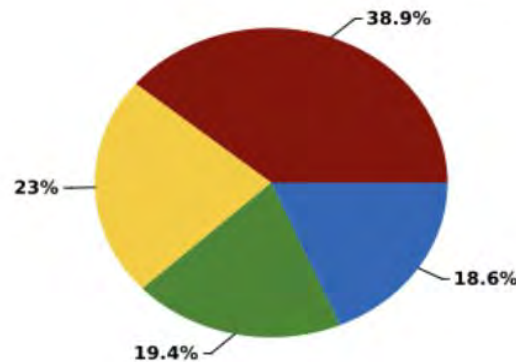
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

546 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.



Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

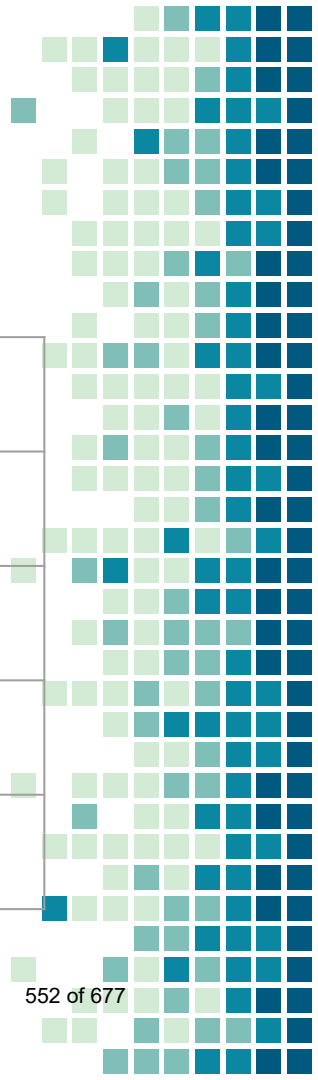
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>					
Forecasted ADM		162	171	(9)	-5.11%
Forecasted Total Enrollment		240	263	(23)	-8.75%
Forecasted Funded Enrollment		155	149	7	4.45%
<u>Revenue</u>					
State Funding	447,206.21	1,126,688.85	1,078,323.95	48,364.90	4.49%
Federal & Other Program Funding	33,292.00	166,200.00	174,528.00	(8,328.00)	-4.77%
Local Aid	242,766.00	604,055.50	577,576.30	26,479.20	4.58%
Other Funding Sources	67.70	500.00	500.00	-	0.00%
Total Revenue	723,331.91	1,897,444.35	1,830,928.25	66,516.10	3.63%
<u>Program Expenses</u>					
<u>Compensation Expense</u>					
Administration Staff	65,603.40	134,987.50	133,417.93	(1,569.57)	-1.18%
Instructional Staff	284,454.57	703,937.14	805,247.62	101,310.48	12.58%
Total Compensation Expense	350,057.97	838,924.64	938,665.55	99,740.91	10.63%
<u>Fee Based Expenses</u>					
Enrollment/Unit Based Fees	256,675.25	544,707.06	598,583.83	53,876.77	9.00%
Revenue Based Fees	65,560.42	149,475.13	143,445.27	(6,029.86)	-4.20%
Total Fee Based Expenses	322,235.67	694,182.19	742,029.10	47,846.91	6.89%
<u>Other School Expenses</u>					
Assessment	17.43	28,516.60	28,516.60	-	0.00%
Authorizer Oversight	11,192.77	22,528.60	22,716.37	187.77	0.83%
Employee Related	15,996.83	30,300.89	22,800.89	(7,500.00)	-32.89%
Facilities	10,410.45	32,512.81	30,637.81	(1,875.00)	-6.12%
Governance	2,701.22	5,462.28	5,462.28	-	0.00%
Internet Service Provider	2,568.51	7,689.76	8,695.03	1,005.27	11.56%
Instructional	2,451.39	13,272.18	13,272.18	-	0.00%
Professional Services	3,205.54	8,002.34	8,002.34	-	0.00%
Student Related	18,250.30	141,453.38	141,453.38	-	0.00%
Taxes	5,605.15	10,991.01	12,046.44	1,055.43	8.76%
Total Other School Expenses	72,399.59	300,729.84	293,603.31	(7,126.53)	-2.43%
Total Program Expenses	744,693.23	1,833,836.67	1,974,297.96	140,461.29	7.11%
Net Increase (Decrease)	(21,361.32)	63,607.68	(143,369.71)	63,556.68	
Beginning fund balance	371,801.94	371,801.94			
Ending fund balance	350,440.62	435,409.62			

California Connections Academy North Bay
Approved Revised Budget
2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	162
Forecasted Total Enrollment	240
Forecasted Funded Enrollment	155
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	942,434
LCFF / General Purpose Block Grant - State EPA	32,201
Lottery	30,890
Special Education Pass through funds - State	101,674
Special Education Dispute Prevention	1,486
Special Education Learning Recovery	6,687
ERMHS	5,316
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	6,000
Total State Funding	1,126,689
<i>Federal & Other Programs Funding</i>	
Title I	35,914
Title II	5,200
Title IV	10,000
IDEA	23,250
ESSER Funding	91,436
E-Rate	400
Total Federal & Other Programs Funding	166,200
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	604,056
Total Local Funding	604,056
<i>Other Funding</i>	
Interest	500
Total Other Funding	500
Total Revenue	1,897,444

California Connections Academy North Bay
Approved Revised Budget
2021-2022

Program Expenses

<i>Compensation Expense</i>	
Administrative Compensation	
Salaries	97,921
Benefits	23,991
Pension	8,827
Taxes	4,249
Total Administrative Compensation	134,987
Instructional Compensation	
Salaries	495,975
Benefits	118,779
Pension	80,496
Taxes	8,687
Total Instructional Compensation	703,937
Total Compensation Expense	838,925

<i>Fee Based Expenses</i>	
Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	8,113
Connexus Annual License (EMS)	97,360
Curriculum Postage	7,920
Direct Course Instruction Support	6,522
Educational Resource Center	20,446
Enrollment and Records Management	9,600
Facility Support Services	752
Hardware/Software - Employees	5,240
Human Resources Support	10,917
ISP Processing Fee	3,896
School Curriculum Supplies	3,833
Short-Term Sub Teaching Services	6,520
Special Populations Consultative Services	20,648
Student Technology Assistance- Laptops	72,656
Tangible/Intangible Instr. Materials	242,800
Technical Support and Repairs	24,340
Voice Over IP Services	3,144
Total Enrollment/Unit Based Fees	544,707
Revenue-Based Fees	
Marketing Services	17,585
School Administration	105,512
Treasury Services	26,378
Total Revenue Based Fees	149,475
Total Fee-Based Expenses	694,182

California Connections Academy North Bay
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	13,000
Student Testing & Assessment Travel	10,117
Student Testing Technology	5,400

Total Assessment	28,517
-------------------------	---------------

Authorizer Oversight

District Oversight	15,787
SELPA Admin Fee	5,928
STRS Reporting	814

Total Authorizer Oversight	22,529
-----------------------------------	---------------

Employee Related

Staff Recruiting/Background Checks	980
Staff Training/Prof. Dvlpmt	22,521
Team Building	916
Travel and Conferences - Administration	3,911
Travel and Conferences - Teachers	1,973

Total Employee Related	30,301
-------------------------------	---------------

Facilities

Copiers/Reproduction	600
Equipment/Supplies	3,860
Expensed Furniture and Equipment	3,775
Internet	1,267
Maintenance & Repairs	1,655
Office Postage	862
Office Rent	1,624
Office Supplies	11,761
Rent Operating Expense	996
Rent Storage Unit	1,161
Phone	3,750
Utilities	1,202

Total Facilities	32,513
-------------------------	---------------

Governance

Accreditation	1,100
Banking Fees	1,000
Board-Related Expenses	365
Dues - School	705
Dues - Staff	2,000
Insurance Expenses	293

Total Governance	5,463
-------------------------	--------------

Internet Service Provider

ISP Payment Reimbursement	7,690
---------------------------	-------

Total Internet Service Provider	7,690
--	--------------

California Connections Academy North Bay
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	8,212
Summer School	5,061
Total Instructional	13,272
<i>Professional Services</i>	
Accounting Services/Audit	1,378
AERIES	1,453
Legal Services	3,132
Other School Contracted Services	1,888
Other School Expense	152
Total Professional Services	8,002
<i>Student Related</i>	
Graduation Expense	5,000
SPED Related Services	127,131
Student Activities	9,323
Total Student Related	141,453
<i>Taxes</i>	
Sales Tax And Use	10,991
Total Taxes	10,991
Total Other Expenses	300,730
Total Program Expenses	1,833,837
Net Increase (Decrease)	63,607

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy @ Ripon	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1. Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

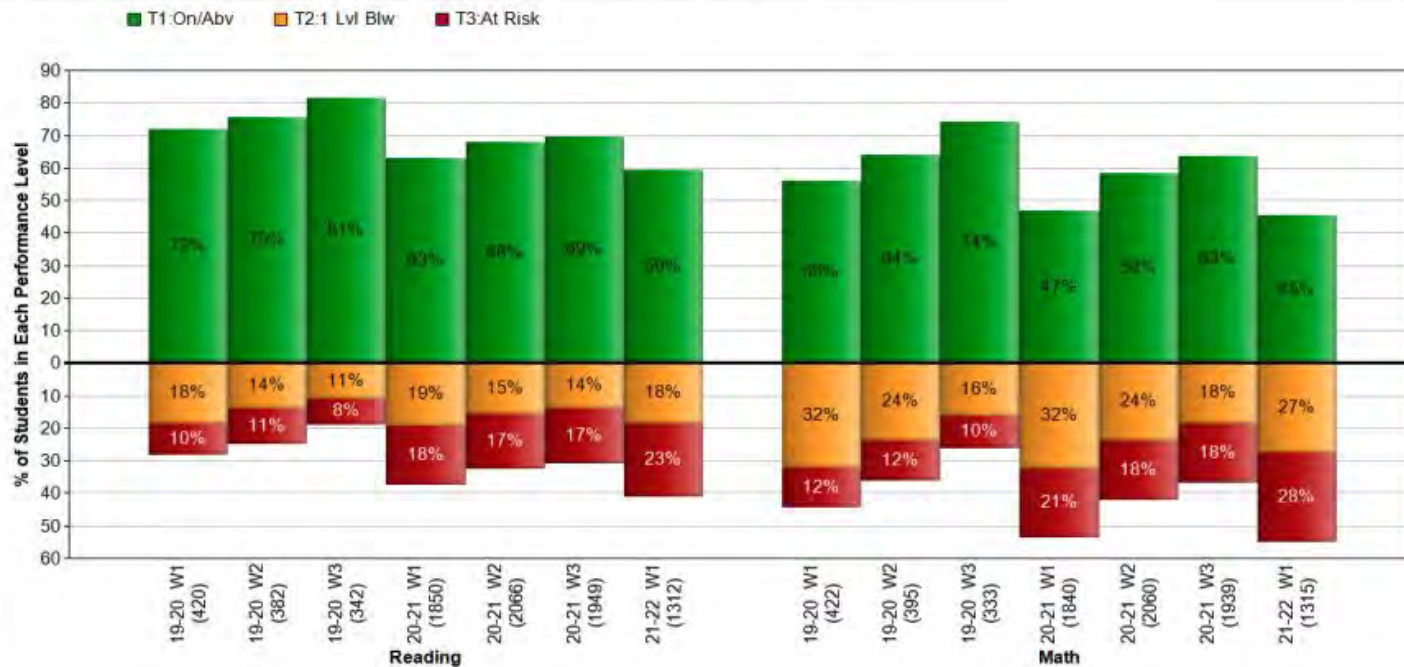
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

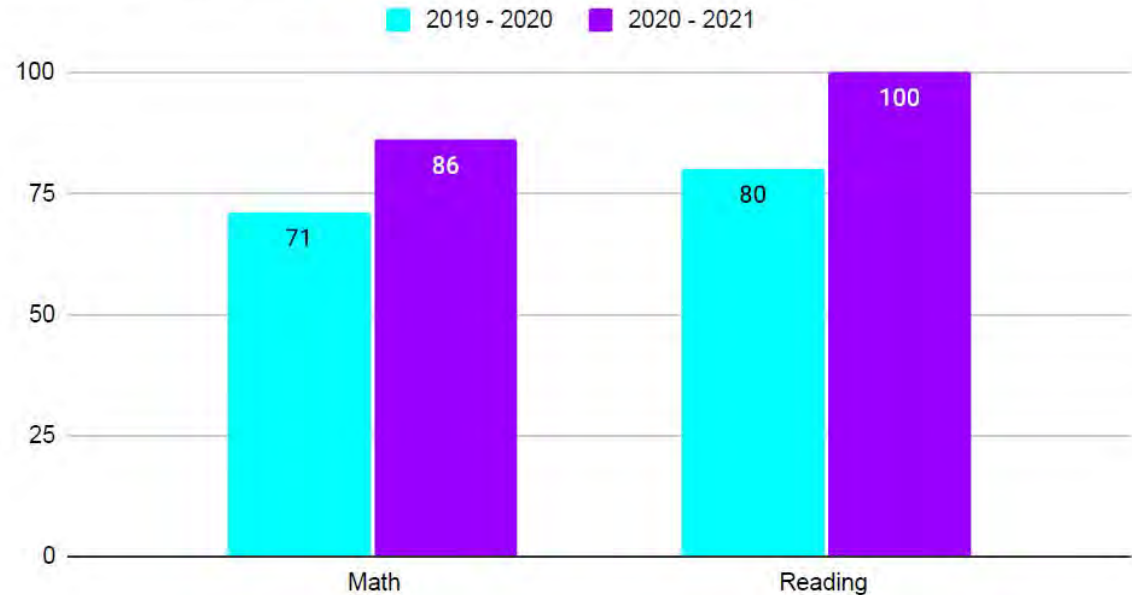


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

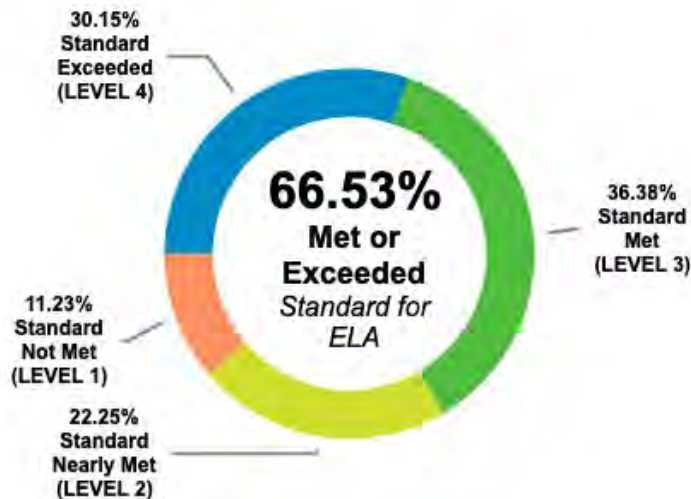
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

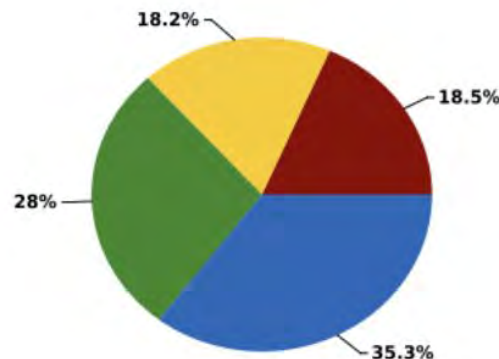
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

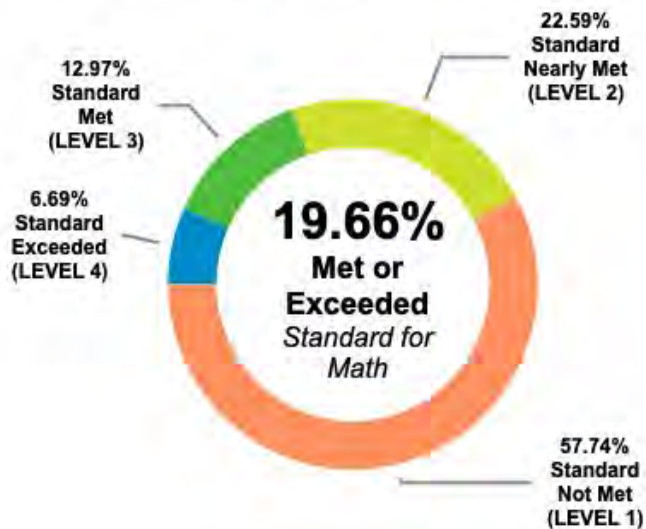
590 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

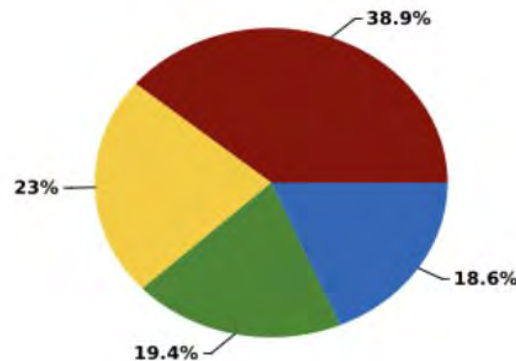
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded

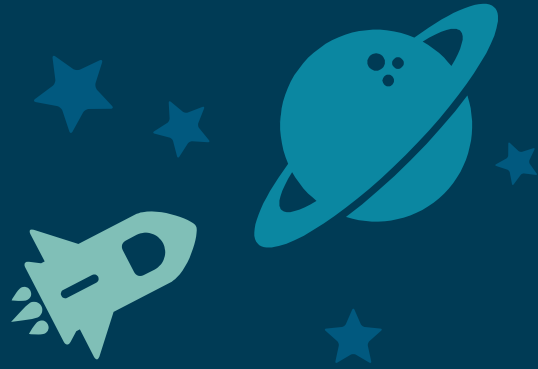


Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

591 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.



Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

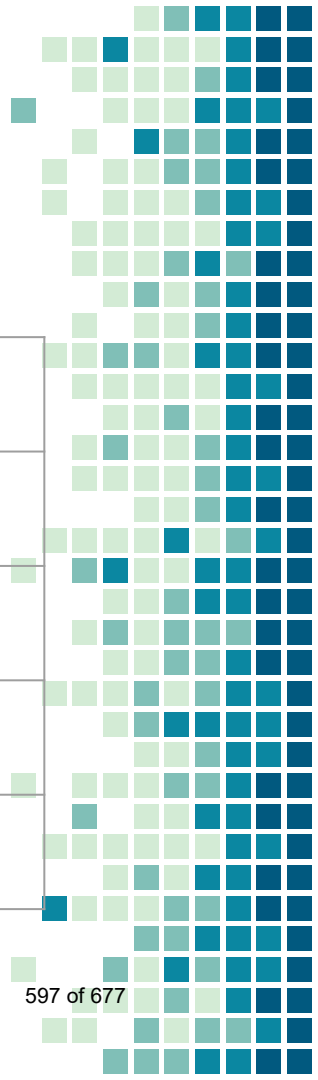
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>					
Forecasted ADM		1,557	1,668	(111)	-6.63%
Forecasted Total Enrollment		2,204	2,380	(176)	-7.39%
Forecasted Funded Enrollment		1,558	1,432	126	8.80%
<u>Revenue</u>					
State Funding	5,515,985.34	14,771,242.15	13,579,074.46	1,192,167.69	8.00%
Federal & Other Program Funding	171,949.00	1,078,608.00	1,123,088.00	(44,480.00)	-3.96%
Local Aid	922,778.81	2,442,649.79	2,242,412.59	200,237.20	8.00%
Other Funding Sources	1,676.00	8,000.00	8,000.00	-	0.00%
Total Revenue	6,612,389.15	18,300,499.94	16,952,575.05	1,347,924.89	7.95%
<u>Program Expenses</u>					
<u>Compensation Expense</u>					
Administration Staff	534,307.71	1,093,097.07	1,080,068.15	(13,028.92)	-1.21%
Instructional Staff	2,270,026.88	6,311,239.24	6,351,222.10	39,982.86	0.63%
Total Compensation Expense	2,804,334.58	7,404,336.31	7,431,290.25	26,953.94	0.36%
<u>Fee Based Expenses</u>					
Enrollment/Unit Based Fees	2,587,031.24	5,274,831.26	5,722,267.43	447,436.17	7.82%
Revenue Based Fees	642,189.54	1,446,168.20	1,334,256.76	(111,911.43)	-8.39%
Total Fee Based Expenses	3,229,220.78	6,720,999.46	7,056,524.19	335,524.74	4.75%
<u>Other School Expenses</u>					
Assessment	812.65	232,564.71	232,564.71	-	0.00%
Authorizer Oversight	110,107.72	230,904.42	222,883.74	(8,020.67)	-3.60%
Employee Related	132,346.70	247,504.35	178,620.88	(68,883.47)	-38.56%
Facilities	81,357.27	235,796.72	233,796.72	(2,000.00)	-0.86%
Governance	17,571.22	32,754.06	32,754.06	-	0.00%
Internet Service Provider	25,544.70	77,415.97	84,077.00	6,661.03	7.92%
Instructional	21,818.54	103,364.84	103,364.84	-	0.00%
Professional Services	69,370.96	159,647.47	64,263.75	(95,383.70)	-148.43%
Student Related	404,979.33	1,182,100.02	1,182,100.02	-	0.00%
Taxes	54,522.94	103,386.90	114,333.10	10,946.19	9.57%
Total Other School Expenses	918,432.03	2,605,439.46	2,448,758.82	(156,680.62)	-6.40%
Total Program Expenses	6,951,987.39	16,730,775.23	16,936,573.26	205,798.06	1.22%
Net Increase (Decrease)	(339,598.24)	1,569,724.71	16,001.79	(1,553,722.92)	
Beginning fund balance	780,542.96	780,542.96			
Ending fund balance	440,944.72	2,350,267.67			

California Connections Academy @ Ripon
Approved Revised Budget
2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	1,557
Forecasted Total Enrollment	2,204
Forecasted Funded Enrollment	1,558
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	6,908,446
LCFF / General Purpose Block Grant - State EPA	6,322,470
Lottery	309,970
Special Education Pass through funds - State	1,020,252
Special Education Dispute Prevention	16,223
Special Education Learning Recovery	73,002
ERMHS	80,879
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	40,000
Total State Funding	14,771,242
<i>Federal & Other Programs Funding</i>	
Title I	213,767
Title II	35,000
Title IV	15,000
IDEA	177,625
E-Rate	3,700
ESSER Funding	633,516
Total Federal & Other Programs Funding	1,078,608
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	2,442,650
Total Local Funding	2,442,650
<i>Other Funding</i>	
Interest	8,000
Total Other Funding	8,000
Total Revenue	18,300,500

California Connections Academy @ Ripon
Approved Revised Budget
2021-2022

Program Expenses

Compensation Expense

Administrative Compensation	
Salaries	797,516
Benefits	195,391
Pension	71,895
Taxes	28,295
Total Administrative Compensation	1,093,097
Instructional Compensation	
Salaries	4,400,395
Benefits	1,083,280
Pension	747,588
Taxes	79,976
Total Instructional Compensation	6,311,239
Total Compensation Expense	7,404,336

Fee Based Expenses

Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	77,867
Community Outreach	50,000
Connexus Annual License (EMS)	934,398
Curriculum Postage	72,732
Direct Course Instruction Support	41,456
Educational Resource Center	196,224
Enrollment and Records Management	88,160
Facility Support Services	6,120
Hardware/Software - Employees	50,365
Human Resources Support	104,928
ISP Processing Fee	38,403
Special Populations Consultative Services	36,841
School Curriculum Supplies	58,667
Short-Term Sub Teaching Services	325,962
Student Technology Assistance- Laptops	695,464
Tangible/Intangible Instr. Materials	2,233,425
Technical Support and Repairs	233,600
Voice Over IP Services	30,219
Total Enrollment/Unit Based Fees	5,274,831
Revenue-Based Fees	
Marketing Services	170,137
School Administration	1,020,825
Treasury Services	255,206
Total Revenue Based Fees	1,446,168
Total Fee-Based Expenses	6,720,999

California Connections Academy @ Ripon
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	114,000
Student Testing & Assessment Travel	82,565
Student Testing Technology	36,000

Total Assessment	232,565
-------------------------	----------------

Authorizer Oversight

District Administrative Fees	10,000
District Oversight	156,736
SELPA Admin Fee	57,544
STRS Reporting	6,625

Total Authorizer Oversight	230,904
-----------------------------------	----------------

Employee Related

Staff Recruiting/Background Checks	7,783
Staff Training/Prof. Dvlpmt	185,286
Team Building	7,679
Travel and Conferences - Administration	30,689
Travel and Conferences - Teachers	16,068

Total Employee Related	247,504
-------------------------------	----------------

Facilities

Copiers/ Reproduction	4,827
Equipment/Supplies	9,200
Expensed Furniture and Equipment	51,826
High-Speed Internet	11,100
Maintenance & Repairs	13,456
Office Postage	7,019
Office Rent	95,789
Office Supplies	10,647
Phone	8,114
Prop 39 Clean Energy Planning	0
Rent Operating Expense	9,738
Rent Storage Unit	4,000
Utilities	10,081

Total Facilities	235,797
-------------------------	----------------

Governance

Accreditation	1,100
Banking Fees	4,000
Board-Related Expenses	3,061
Dues - School	17,200
Dues - Staff	5,010
Insurance Expenses	2,384

Total Governance	32,754
-------------------------	---------------

Internet Service Provider

ISP Payment Reimbursement	77,416
---------------------------	--------

Total Internet Service Provider	77,416
--	---------------

California Connections Academy @ Ripon
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	62,148
Summer School	41,216
Total Instructional	103,365
<i>Professional Services</i>	
Accounting Services/Audit	11,222
AERIES	11,835
Legal Services	120,868
Other School Contracted Services	14,488
Other School Expense	1,235
Total Professional Services	159,647
<i>Student Related</i>	
Graduation Expense	9,000
SPED Related Services	1,149,175
Student Activities	23,925
Total Student Related	1,182,100
<i>Taxes</i>	
Sales Tax And Use	103,387
Total Taxes	103,387
Total Other Expenses	2,605,439
Total Program Expenses	16,730,775
<i>Net Increase (Decrease)</i>	1,569,725

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richie Romero Executive Director	rromero@calca.connectionsacademy.org 951-394-0022

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Supplement Data Display 2-22-22

1.

Stability Rate

Stability Rate

The Stability Rate is defined as the percentage of all California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. With respect to calculating stability metrics, there is no standard or commonly accepted definition for a "full year" of learning in one school. Nevertheless, while states that calculate student stability metrics utilize different definitions, they are all trying to measure the same thing: Whether or not students remained enrolled in the same educational setting for all or a significant portion of the academic year and the differential variances across student groups.

Stability Rate Data

	1718	1819	1920
State of CA	91.0%	91.0%	92%
SoCal	59.3%	65.5%	60.7%
Ripon	56.3%	60.8%	55.5%
Central Valley	56.8%	60.1%	50.1%
North Bay	59.8%	55.2%	50.2%
Monterey Bay			52.1%
Central Coast			36%

2. SET Goal Progress Monitoring

School Enhancement Target (SET) Goals 2021

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

SET Dashboard Indicator Crosswalk

- **Academic**

ELA, Math, English Learner Progress Indicator (ELPI)

- **Engagement**

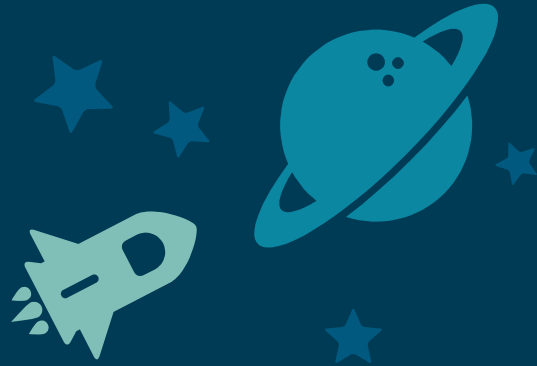
Chronic Absenteeism and Suspension

- **Grad Rate**

Graduation Rate* and College Career Indicator (CCI)**

*Also tied to Engagement

**Also tied to Academic



Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate Data

	1718	1819	1920	2021
SoCal	59.2%	67.2%	67.2%	77%
Ripon	52%	59.9%	62.6%	72.5%
Central Valley	49.2%	58.1%	55.3%	70.7%

Cohort Summary Report PBI

- This report classifies a ST as on-track based on the credits the ST has already earned compared to the amount expected to be earned at that point.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits, he is off cohort.

Cohort On Track Status All CalCA

PBI Cohort Summary Report

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (11-29-21)
2022	1819	46.1%	51.4%
2023	1920	56.9%	54.5%
2024	2021	100%	59.3%
2025	2122	N/A	98.3%



Grad Rate Supporting Data

Rainbow List PBI

- This report classifies a ST as on-track based on the credits the ST has already earned plus the credits the ST is currently attempting compared to the amount expected to be earned.
- Ex. Richie is in his first year of high school and at the end of the first Sem A he has earned 2.5 credits and is enrolled in 3.5 credits for Sem B. He is ontrack or Green.

Rainbow List Progress

% of Green STs by Cohort School Wide

Graduate Year	Cohort Year	Q1 2021 (12-14-20)	Q1 2122 (12-3-21)
2022	1819	71.2%	82.3%
2023	1920	84.3%	68.0%
2024	2021	99%	66.0%
2025	2122	N/A	99.9%

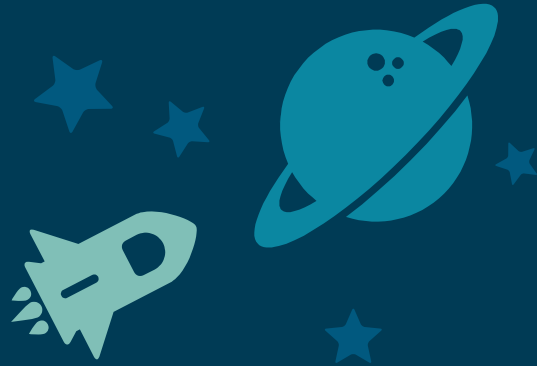
Rainbow List Progress

% of Green STs by Cohort by School

Grad Year	Cohort Year	SW % of Green (12-3-21)	SoCal % of Green (12-3-21)	Ripon % of Green (12-3-21)	CV % of Green (12-3-21)
2022	1819	82.3%	83.9%	82.6%	78.7%
2023	1920	68.0%	69.6%	63.6%	68.3%
2024	2021	66.0%	66.5%	64.1%	56.5%
2025	2122	99.9%	99.8%	100%	100%

Project Success Update

Data Description	Q1 1920	Q1 2021	Q1 2122
# of STs Enrolled	175	178	194
# of STs Passed All Courses	86	132	148
# of STs Passed 3 or more Courses	30	17	25
# of STs Passed No Courses	20	11	3
# of Courses Passed	535	679	752
# of Courses Failed	205	125	91
Pass Rate	72%	84%	89%



Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide, 63.6% of SMART goals were met.
- Math PLCs, 87.5% of SMART goals were met.



Academic Supporting Data

i-Ready Data Description

- This is data for SoCal only.
- W1 = Fall, W2 = Winter, W3 = Spring
- Each column is the number of students that tested at that time
- 1920 first year of i-Ready (K-5), 2021 (K-8), 2122 ST numbers being double checked by MMARS
- Positive-results improve as the year goes on.

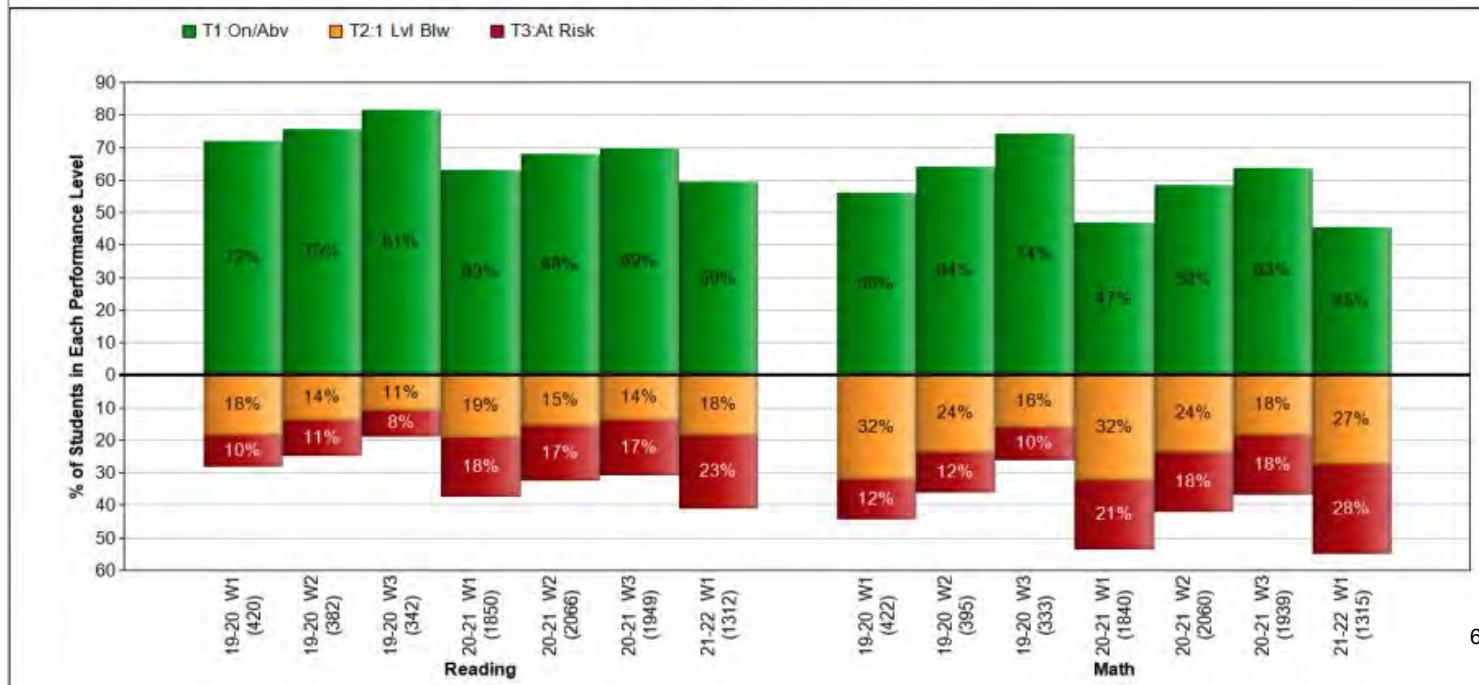
iReady Tiers

by Subjects and Terms

Testing Group
Grade: All Grades

Reporting Group
Roster: 2021-22 rosters
District: California Connections Academy
School: Cca Southern California
Teacher: ~Southern, California

* Each bar represents the distribution of students testing that term, showing the percentage at each achievement level.

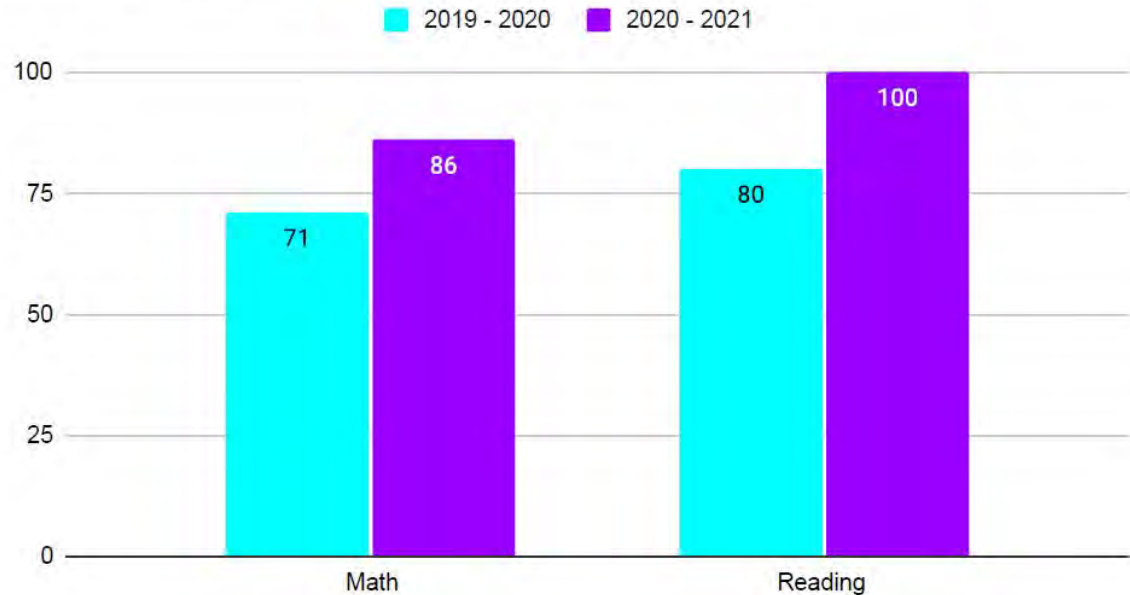


i-Ready Measures of Growth

- Typical Growth is the average growth of students at each grade and initial placement level.

i-Ready Annual Typical Growth

Annual Typical Growth



MAP 2021 vs CAASPP 1819 Data Description

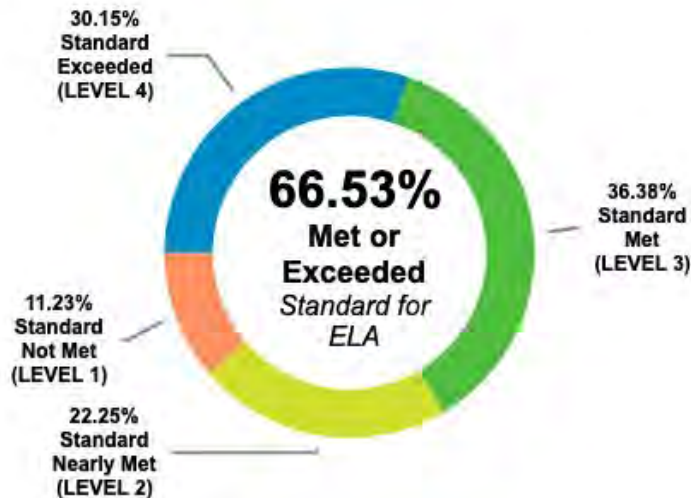
- MAP performs a predictive calculation on how students will do on the SBAC
- The following slides show the 1819 SBAC (11th Grade SoCal) vs the 2021 Spring MAP (11th Grade All CalCA)
- The comparison is looking at the total percentage of students who Met or Exceeded the standard.
- This is basically the new definition of proficient.

CAASPP 18-19 vs MAP 20-21: ELA - Grade 11

1819 SBAC 11th (SoCal)

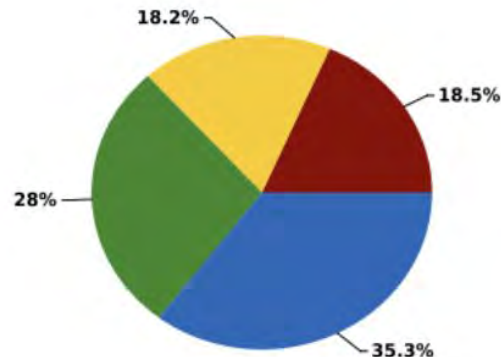
66.53% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

63.3% Met or Exceeded



Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%
Total	736	136	18.5%	134	18.2%	206	28.0%	260	35.3%

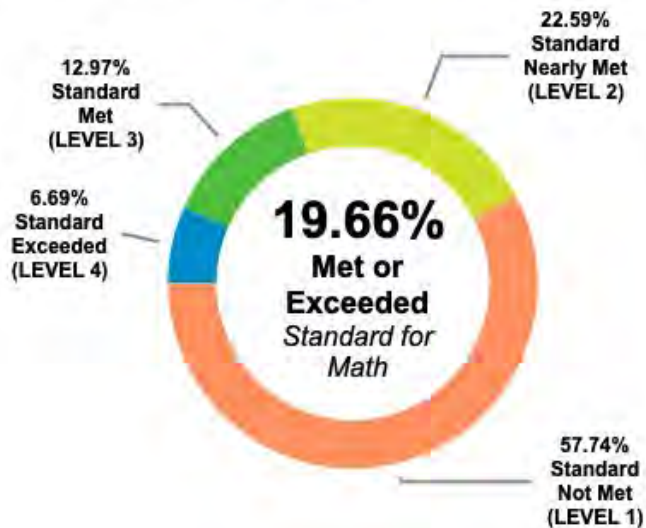
635 of 677

CAASPP 18-19 vs MAP 20-21: Math- Grade 11

1819 SBAC 11th (SoCal)

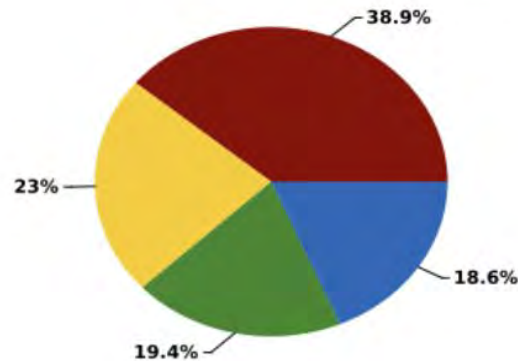
19.66% Met or Exceeded

Percent of students within each achievement level



2021 Spring MAP 11th (All CalCA)

38% Met or Exceeded



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%
Total	742	289	38.9%	171	23.0%	144	19.4%	138	18.6%

636 of 677



Engagement

Every 10 weeks, 90% of students
will receive 5 successful contacts.



Q1 1920 vs Q1 2021 vs Q1 2122

Data Details Q1 1920

- Measure - The percentage of STs that received 5 or more contacts from September 3, 2019 through November 11, 2019
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-3-19)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

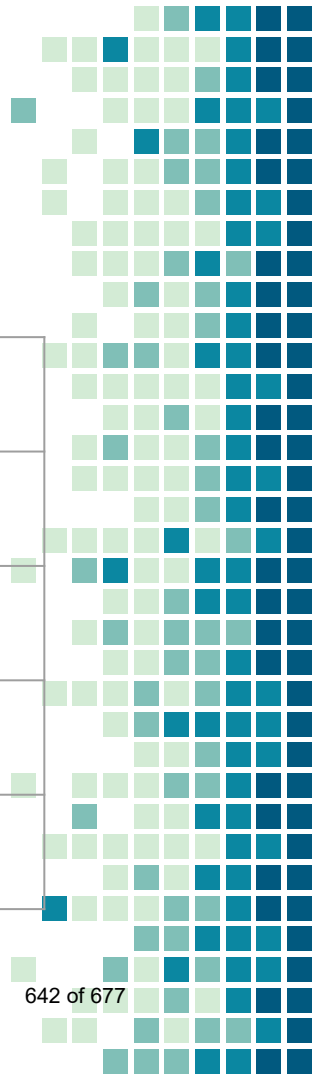
Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 8, 2020 through November 16, 2020
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-8-20)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Data Details Q1 2021

- Measure - The percentage of STs that received 5 or more contacts from September 7, 2021 through November 15, 2021
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on 9-7-21)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period



School	Q1 1920	Q1 2021	Q1 2122
School Wide	91.8%	95.1%	99.32%
Elementary	95.2%	93.8%	99.81%
Middle	92.7%	95.4%	99.08%
High	89.5%	96%	99.15%



Engagement Supporting Data

Fall Diagnostic Window Participation

i-Ready Reading
97%

MAP Reading
95.15%

i-Ready Math
97%

MAP Math
96.5%

Chronic Absenteeism California Dashboard By School (Projected)

	2021 Status	Change
SoCal	6.65%	-15.30%
Ripon	9.10%	-14.75%
Central Valley	12.04%	-18.51%
North Bay	10.59%	-23.02%
Central Coast	8.47%	-10.67%
Monterey Bay	4.13%	-22.97%

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended December 31, 2021

	YTD Actual	Annual Forecast	Revised Budget 10/1/2021	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment					
Forecasted ADM		4,775	5,021	(246)	-4.90%
Forecasted Total Enrollment		6,596	6,913	(317)	-4.59%
Forecasted Funded Enrollment		4,708	4,420	288	6.51%
Revenue					
State Funding	6,172,080.28	16,717,375.49	15,720,596.50	996,778.99	6.34%
Federal & Other Program Funding	737,946.00	3,372,706.00	3,461,683.00	(88,977.00)	-2.57%
Local Aid	13,417,585.57	35,517,138.28	33,299,989.98	2,217,148.30	6.66%
Other Funding Sources	4,285.23	24,476.31	24,000.00	476.31	1.98%
Total Revenue	20,331,897.08	55,631,696.09	52,506,269.48	3,125,426.61	5.95%
Program Expenses					
Compensation Expense					
Administration Staff	1,608,096.40	3,308,866.55	3,270,392.65	(38,473.90)	-1.18%
Instructional Staff	6,826,998.41	19,039,258.57	19,136,717.44	97,458.87	0.51%
Total Compensation Expense	8,435,094.81	22,348,125.11	22,407,110.09	58,984.98	0.26%
Fee Based Expenses					
Enrollment/Unit Based Fees	7,819,337.73	16,221,725.95	16,786,827.03	565,101.08	3.37%
Revenue Based Fees	2,014,622.83	4,377,695.45	4,118,506.43	(259,189.02)	-6.29%
Total Fee Based Expenses	9,833,960.56	20,599,421.40	20,905,333.46	305,912.06	1.46%
Other School Expenses					
Assessment	(10,392.03)	787,313.01	787,313.01	-	0.00%
Authorizer Oversight	321,691.67	671,146.90	657,118.50	(14,028.40)	-2.13%
Employee Related	395,977.55	818,169.71	692,169.71	(126,000.00)	-18.20%
Facilities	289,625.14	791,001.64	791,001.64	-	0.00%
Governance	44,192.13	95,357.13	95,357.13	-	0.00%
Internet Service Provider	80,348.97	257,561.00	257,561.00	-	0.00%
Instructional	64,879.07	208,837.00	312,016.00	103,179.00	33.07%
Professional Services	114,681.56	254,660.00	254,660.00	-	0.00%
Student Related	1,206,933.33	3,919,795.00	3,919,795.00	-	0.00%
Taxes	154,128.18	309,241.59	326,795.12	17,553.53	5.37%
Pending Allocation	6,661.78	-	-	-	0.00%
Total Other School Expenses	2,668,727.35	8,113,082.97	8,093,787.11	(19,295.86)	-0.24%
Total Program Expenses	20,937,782.72	51,060,629.49	51,406,230.66	345,601.17	0.67%
Net Increase (Decrease)	(605,885.64)	4,571,066.60	1,100,038.82	3,471,027.78	
Beginning fund balance	4,498,228.17	4,498,228.17			
Ending fund balance	3,892,342.53	9,069,294.77			

California Connections Academy Southern California

Approved Revised Budget

2021-2022

Approved January 25, 2022 by CalOPS Board of Directors

	Approved Revised Budget 1/25/22
<u>Forecasted Enrollment</u>	
Forecasted ADM	4,775
Forecasted Total Enrollment	6,596
Forecasted Funded Enrollment	4,708
<u>Revenue</u>	
<i>State Funding</i>	
LCFF / General Purpose Block Grant - State	11,051,066
LCFF / General Purpose Block Grant - State EPA	978,653
Lottery	936,932
Special Education Pass through funds - State	3,083,870
Special Education Dispute Prevention	47,430
Special Education Learning Recovery	213,434
Prop 39 Clean Energy Funds	61,328
ERMHS	219,662
Educator Effectiveness Block Grant	0
Mandated Cost Reimbursement	125,000
Total State Funding	16,717,375
<i>Federal & Other Programs Funding</i>	
Title I	720,889
Title II	109,000
Title IV	45,000
IDEA	541,000
E-Rate	10,600
ESSER Funding	1,946,217
Total Federal & Other Programs Funding	3,372,706
<i>Local Funding</i>	
LCFF / General Purpose Block Grant - Local	35,517,138
Total Local Funding	35,517,138
<i>Other Funding</i>	
Interest	24,000
Miscellaneous	476
Total Other Funding	24,476
Total Revenue	55,631,696

California Connections Academy Southern California
Approved Revised Budget
2021-2022

Program Expenses

<i>Compensation Expense</i>	
Administrative Compensation	
Salaries	2,400,269
Benefits	588,066
Pension	216,380
Taxes	104,152
Total Administrative Compensation	3,308,867
Instructional Compensation	
Salaries	13,293,115
Benefits	3,254,086
Pension	2,251,629
Taxes	240,428
Total Instructional Compensation	19,039,259
Total Compensation Expense	22,348,125

<i>Fee Based Expenses</i>	
Enrollment/Unit Based Fees	
Accounting and Regulatory Reporting	238,752
Community Outreach	550,000
Connexus Annual License (EMS)	2,865,025
Curriculum Postage	217,668
Direct Course Instruction Support	145,617
Educational Resource Center	601,655
Enrollment and Records Management	263,840
Facility Support Services	18,423
Hardware/Software - Employees	152,196
Human Resources Support	317,074
ISP Processing Fee	106,186
Special Populations Consultative Services	890,974
School Curriculum Supplies	111,328
Short-Term Sub Teaching Services	175,674
Student Technology Assistance- Laptops	2,077,840
Tangible/Intangible Instr. Materials	6,681,900
Technical Support and Repairs	716,256
Voice Over IP Services	91,317
Total Enrollment/Unit Based Fees	16,221,726
Revenue-Based Fees	
Marketing Services	515,023
School Administration	3,090,138
Treasury Services	772,534
Total Revenue Based Fees	4,377,695
Total Fee-Based Expenses	20,599,421

California Connections Academy Southern California
Approved Revised Budget
2021-2022

Other School Expenses

Assessment

Student Testing & Assessment Facilities & Services	299,000
Student Testing & Assessment Travel	248,513
Student Testing Technology	239,800

Total Assessment	787,313
-------------------------	----------------

Authorizer Oversight

District Oversight	475,469
SELPA Admin Fee	175,138
STRS Reporting	20,540

Total Authorizer Oversight	671,147
-----------------------------------	----------------

Employee Related

Staff Recruiting/Background Checks	24,711
Staff Training/Prof. Dvlpmt	629,272
Team Building	23,115
Travel and Conferences - Administration	92,599
Travel and Conferences - Teachers	48,473

Total Employee Related	818,170
-------------------------------	----------------

Facilities

Copiers/ Reproduction	15,121
Depreciation	2,167
Equipment/Supplies	117,000
Expensed Furniture and Equipment	154,665
High-Speed Internet	33,318
Maintenance & Repairs	40,497
Office Postage	21,698
Office Rent	288,295
Office Supplies	32,264
Phone	24,393
Rent Operating Expense	29,270
Rent Storage Unit	12,000
Utilities	20,313

Total Facilities	791,002
-------------------------	----------------

Governance

Accreditation	1,100
Banking Fees	10,000
Board-Related Expenses	9,214
Dues - School	17,369
Dues - Staff	50,500
Insurance Expenses	7,175

Total Governance	95,358
-------------------------	---------------

Internet Service Provider

ISP Payment Reimbursement	257,561
---------------------------	---------

Total Internet Service Provider	257,561
--	----------------

California Connections Academy Southern California
Approved Revised Budget
2021-2022

<i>Instructional</i>	
Other Curriculum	187,937
Summer School	20,900
Total Instructional	208,837
<i>Professional Services</i>	
Accounting Services/Audit	33,784
AERIES	38,036
Legal Services	135,354
Other School Contracted Services	43,773
Other School Expense	3,713
Total Professional Services	254,660
<i>Student Related</i>	
Graduation Expense	50,000
SPED Related Services	3,779,795
Student Activities	90,000
Total Student Related	3,919,795
<i>Taxes</i>	
Sales Tax And Use	309,242
Total Taxes	309,242
Total Other Expenses	8,113,083
Total Program Expenses	51,060,630
Net Increase (Decrease)	4,571,066

Amended and Restated
SCHEDULE A

This Amended and Restated Schedule A is made pursuant to and shall become a part of the Statement of Agreement effective July 1, 2019 by and between California Online Public Schools, a California non-profit public benefit corporation and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (the “Agreement”). This Amended and Restated Schedule A shall replace the current Schedule A for California Connections Academy Central Coast (“CalCA Central Coast”).

School Name: California Connections Academy Central Coast

Authorizer: Cuyama Joint Unified School District

Term: The Term of this Agreement, as to the School stated on this schedule, shall commence on July 1, 2022 for a term of four (4) years and shall expire on June 30, 2026.

District Oversight Assistance:

In recognition of the School’s desire to assist its Authorizer in fulfilling its oversight duties by providing greater exposure to online learning, in general, and the products and services offered by OBL, specifically, OBL has authorized the School to facilitate the following to the Authorizer students during the term of this Agreement:

Pearson Online Academy (“POA”) will provide twenty (20) semester course enrollments to Authorizer students for every one hundred students (100) enrolled in the School on October 1st of that Academic Year at no charge to the Authorizer. The number of semester course enrollments offered will be no fewer than twenty (20) in any given Academic Year. It is acknowledged by the School that once a student is enrolled in a course, the course enrollment will be consumed and cannot be used by another student, regardless of the length of time a student is enrolled in the course, or the reasons for any subsequent withdrawal. Any unused semester course enrollments will expire at the end of each Academic Year and cannot be used in subsequent years.

i. POA shall be responsible for recruiting, training, and assigning teachers. POA will attempt to use California-certified teachers but does not guarantee that the teacher for any course will meet the certification requirements for a teacher in California. The offer of semester course enrollments expires with the expiration or termination of this Agreement.

ii. POA shall be responsible for posting final grades in the supplemental courses but the Authorizer shall be responsible for transcribing credits.

iii. OBL also agrees that during the term of this Agreement, and as long as the School is authorized by Authorizer, it will offer to Authorizer, at Authorizer's cost, additional supplemental courses through POA at a twenty percent (20%) discount to the then-current list price charged by OBL. School shall have no obligation to pay for such additional supplemental courses.

Amended and Restated
SCHEDULE A

This Amended and Restated Schedule A is made pursuant to and shall become a part of the Statement of Agreement effective July 1, 2019 by and between California Online Public Schools, a California non-profit public benefit corporation and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (the “Agreement”). This Amended and Restated Schedule A shall replace the current Schedule A for California Connections Academy Monterey Bay (“CalCA Monterey Bay”).

School Name: California Connections Academy Monterey Bay

Authorizer: Scotts Valley Unified School District

Term: The Term of this Agreement, as to the School stated on this schedule, shall commence on July 1, 2022 for a term of two (2) years and shall expire on June 30, 2024.

District Oversight Assistance:

In recognition of the School’s desire to assist its Authorizer in fulfilling its oversight duties by providing greater exposure to online learning, in general, and the products and services offered by OBL, specifically, OBL has authorized the School to facilitate the following to the Authorizer students during the term of this Agreement:

Pearson Online Academy (“POA”) will provide twenty (20) semester course enrollments to Authorizer students for every one hundred students (100) enrolled in the School on October 1st of that Academic Year at no charge to the Authorizer. The number of semester course enrollments offered will be no fewer than twenty (20) in any given Academic Year. It is acknowledged by the School that once a student is enrolled in a course, the course enrollment will be consumed and cannot be used by another student, regardless of the length of time a student is enrolled in the course, or the reasons for any subsequent withdrawal. Any unused semester course enrollments will expire at the end of each Academic Year and cannot be used in subsequent years.

i. POA shall be responsible for recruiting, training, and assigning teachers. POA will attempt to use California-certified teachers but does not guarantee that the teacher for any course will meet the certification requirements for a teacher in California. The offer of semester course enrollments expires with the expiration or termination of this Agreement.

ii. POA shall be responsible for posting final grades in the supplemental courses but the Authorizer shall be responsible for transcribing credits.

iii. OBL also agrees that during the term of this Agreement, and as long as the School is authorized by Authorizer, it will offer to Authorizer, at Authorizer's cost, additional supplemental courses through POA at a twenty percent (20%) discount to the then-current list price charged by OBL. School shall have no obligation to pay for such additional supplemental courses.

Amended and Restated

SCHEDULE A

This Amended and Restated Schedule A is made pursuant to and shall become a part of the Statement of Agreement effective July 1, 2019 by and between California Online Public Schools, a California non-profit public benefit corporation and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (the “Agreement”). This Amended and Restated Schedule A shall replace the current Schedule A for California Connections Academy Northern California (f/k/a California Connections Academy @Ripon) (“CalCA NorCal”).

School Name: California Connections Academy Northern California (f/k/a/ California Connections Academy @Ripon)

Authorizer: Ripon Unified School District

Term: The Term of this Agreement, as to the School stated on this schedule, shall commence on July 1, 2022 for a term of two (2) years and shall expire on June 30, 2024.

District Oversight Assistance:

In recognition of the School’s desire to assist its Authorizer in fulfilling its oversight duties by providing greater exposure to online learning, in general, and the products and services offered by OBL, specifically, OBL has authorized the School to facilitate the following to the Authorizer students during the term of this Agreement:

Pearson Online Academy (“POA”) will provide twenty (20) semester course enrollments to Authorizer students for every one hundred students (100) enrolled in the School on October 1st of that Academic Year at no charge to the Authorizer. The number of semester course enrollments offered will be no fewer than twenty (20) in any given Academic Year. It is acknowledged by the School that once a student is enrolled in a course, the course enrollment will be consumed and cannot be used by another student, regardless of the length of time a student is enrolled in the course, or the reasons for any subsequent withdrawal. Any unused semester course enrollments will expire at the end of each Academic Year and cannot be used in subsequent years.

i. POA shall be responsible for recruiting, training, and assigning teachers. POA will attempt to use California-certified teachers but does not guarantee that the teacher for any course will meet the certification requirements for a teacher in California. The offer of semester course enrollments expires with the expiration or termination of this Agreement.

ii. POA shall be responsible for posting final grades in the supplemental courses but the Authorizer shall be responsible for transcribing credits.

iii. OBL also agrees that during the term of this Agreement, and as long as the School is authorized by Authorizer, it will offer to Authorizer, at Authorizer's cost, additional supplemental courses through POA at a twenty percent (20%) discount to the then-current list price charged by OBL. School shall have no obligation to pay for such additional supplemental courses.

Amended and Restated

SCHEDULE A

This Amended and Restated Schedule A is made pursuant to and shall become a part of the Statement of Agreement effective July 1, 2019 by and between California Online Public Schools, a California non-profit public benefit corporation and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (the “Agreement”). This Amended and Restated Schedule A shall replace the current Schedule A for California Connections Academy North Bay (“CalCA North Bay”).

School Name: California Connections Academy North Bay

Authorizer: Middletown Unified School District

Term: The Term during which the School shall be subject to the terms and conditions of the Agreement, shall commence on July 1, 2022 for a term of two (2) years and shall expire on June 30, 2024.

Agreed to by:

**CALIFORNIA ONLINE PUBLIC
SCHOOLS**

**CONNECTIONS EDUCATION LLC dba
PEARSON ONLINE AND BLENDED
LEARNING K-12 USA**

By: _____

By: _____

Title: _____

Title: _____

Amended and Restated

SCHEDULE A

This Amended and Restated Schedule A is made pursuant to and shall become a part of the Statement of Agreement effective July 1, 2019 by and between California Online Public Schools, a California non-profit public benefit corporation and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (the “Agreement”). This Amended and Restated Schedule A shall replace the current Schedule A for California Connections Academy Southern California (“CalCA SoCal”).

School Name: California Connections Academy Southern California

Authorizer: Capistrano Unified School District

Term: The Term during which the School shall be subject to the terms and conditions of the Agreement, shall commence on July 1, 2022 for a term of four (4) years and shall expire on June 30, 2026.

Agreed to by:

**CALIFORNIA ONLINE PUBLIC
SCHOOLS**

**CONNECTIONS EDUCATION LLC dba
PEARSON ONLINE AND BLENDED
LEARNING K-12 USA**

By: _____

By: _____

Title: _____

Title: _____

California Online Public Schools (CalOPS)

CalCA North Bay
CalCA Central
CalCA Central Coast
CalCA Monterey Bay
CalCA Ripon
CalCA Southern California

2021-2022 Meeting Schedule for Board of Directors

CalCA North Bay	School Phone: (707) 232-5470	School Fax: (707) 987-5570
CalCA Central	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 NorCal	School Phone: (209) 253-1208	School Fax: (209) 253-0406
CalCA Southern California	School Phone: (949) 461-1667	School Fax: (949) 240-7895

CalCA Schools Website: <https://www.connectionsacademy.com/california-online-school/about>

All meetings are open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting.

Dr. Richie Romero, Interim Executive Director
rromero@calca.connectionsacademy.org

DATE	TIME	LOCATION*
Tuesday, August 24, 2021	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, September 28, 2021	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, October 26, 2021	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, December 7, 2021	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, January 25, 2022	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, February 22, 2022	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
<u>Tuesday, March 22, 2022</u>	<u>3:30 p.m.– 5:30 p.m.</u>	<u>At School Locations and via Teleconference</u>

Tuesday, April 26, 2022	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, May 24, 2022	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Annual Meeting Tuesday, June 28, 2022	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference

* Subject to all federal and state mandates regarding public health and safety

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy Central Coast	\$3,717

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 11

California Connections Academy Central Coast has identified 11 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy Central Valley	\$150,000

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 91

California Connections Academy Central Valley has identified 91 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy Monterey Bay	\$20,444

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 73

California Connections Academy Monterey Bay has identified 73 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy North Bay	\$18,214

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 32

California Connections Academy North Bay has identified 32 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy @ Ripon	\$118,578

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 283

California Connections Academy @ Ripon has identified 283 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
California Connections Academy Southern California	\$333,801

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds California Connections Academy receives under the A-G Completion Improvement Grant will increase or improve services for unduplicated pupils to improve A-G eligibility by funding the purchase or implementation of programs discussed with high school staff, administration and counseling departments. These include but are not limited to the purchase of A-G course work in addition to California Connection Academy's normal course catalog, college and career readiness supplemental program to enhance our current scheduling and postsecondary planning, ACT and SAT prep course, and tutoring for A-G courses through additional programs, college exam opportunities for our students such as SAT, opportunities for students to retake A-G courses they had previously received lower than a "C" grade for, and potential to fund additional Advanced Placement training for our teaching staff, administration and counseling departments

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. California Connections Academy currently offers 126 A-G courses to all high school students.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 731

California Connections Academy Southern California has identified 731 students who receive a D or lower in available A-G courses during the 2020-2021 school year. In order for these students to retake these courses and achieve a grade of a C or better, California Connections Academy offers these courses as an additional course in an upcoming semester. This plan is evaluated by the school counselor and guidance department team prior to placement and in accordance with the student's college and career readiness goals

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All students, particularly unduplicated pupils, enrolled at California Connections Academy will have access to A-G courses approved by the University of California. In alignment with our current LCAP, we will continue the improvement to guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional A-G coursework. We will also continue to collect and analyze A-G course completion data and develop strategies to increase overall student performance in these courses. With the funding available through the A-G CIGP, we will be able to offer additional of A-G coursework outside our current catalog, purchase appropriate college and career readiness course scheduling program to enhance course selection and completion, fund for test prep courses, and tutoring for established courses, implementation of additional college exam opportunities, and funding for A-G coursework to be available to retake classes.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at	
Provide days of teacher and/or administrator professional development to obtain AP certification	
Provide access to AP Computer Science courses at all high schools	

**State Policy Support Information
for the California Connections Academy Board
January 13– February 4, 2022**

Governor Newsom's Actions:

Staffing Flexibility: The Governor's Executive Order supports schools by lowering state barriers that delay the hiring of qualified short-term substitute teachers; permitting substitute teachers to have their assignments extended; and providing additional flexibility to support retired teachers who have returned to the classroom, as well as eliminating barriers that may prevent additional retired teachers from returning. The flexibilities provided under the order expire on March 31, 2022 and are only available to schools that make findings that the flexibilities will support in-person services for students despite staffing shortages caused by the surge in COVID cases. This order expands previous orders ([N-12-21](#) and [N-25-20](#)) that lowered barriers for retired teachers and classified staff to return to the classroom. Here is the [link](#) to the Executive Order. The California Commission on Teacher Credentialing has issued accompanying [guidance](#) around staffing flexibilities pursuant to the Executive Order.

Supplemental sick leave: Lawmakers passed legislation this week, quickly signed by Newsom, to provide most Californians with [up to two weeks of COVID-19 supplemental paid sick leave](#). Here is [how it will work](#). CalCA will be working in coordination with the HR department to implement this additional leave for CalCA employees.

Update on Some Laws Moving Through the Legislative Process:

Dyslexia screening: With a major push from Gov. Gavin Newsom, California is moving closer toward screening all kindergartners and first graders for dyslexia — a reading disability that affects up to 15% of the U.S. population, including Newsom himself.

Newsom's proposed budget, unveiled earlier this month, includes \$10 million for dyslexia research at the University of California San Francisco, where scientists are studying the neuroscience behind the condition and creating a free screening test that would signal if a child is at risk for the disability.

The \$10 million follows \$15.2 million in the current budget and \$3.5 million the previous year, for a total of \$28.7 million. Also in the pipeline is a [Senate bill](#) that would require the state to start screening all kindergartners, first graders and second graders for dyslexia starting in the 2022-23 school year. These efforts are joined by a \$4 million [pilot program](#) at the Sacramento County Office of Education meant to improve the way schools across the state identify and help children with dyslexia.

Changing methodology for school funding: Amid concerns over [growing absenteeism since schools reopened this fall](#), the state legislature is considering a change in how schools are funded. Currently, California is [one of seven states that fund schools using average daily](#)

[attendance](#) (ADA), meaning that districts do not receive funding for students on days they are absent. Critics contend that attendance-based funding penalizes schools serving students more prone to the socioeconomic factors that drive absenteeism, while proponents counter that it [provides incentives for schools to address poor attendance](#). [Past research has found](#) that states with high-incentive student-count methods—such as the ADA method currently in use—have lower absenteeism and higher graduation rates.

[Proposed legislation](#) would provide supplemental funding for enrollment in addition to ADA-based funding, so long as districts demonstrate effort to address absenteeism. To understand the impacts of this potential shift, it is crucial to look at how attendance varies across districts, and how that relates to student demographics.

Such a shift would be a financial boon to districts currently struggling with poor attendance. For example, in Los Angeles Unified, average daily attendance has been roughly 77.5% of fall enrollment in the past five years before the COVID-19 pandemic. A switch to enrollment-based funding could mean a 22.5% increase in funding through the state’s funding formula, or more than \$1 billion in additional funding.

There is also an effort by the charter school advocacy groups to include charter schools in the same type of “hold harmless” funding that school districts currently have. Several proposals are in process, which would allow schools to use the higher of past or current year, or to use averages over time. The main efforts currently are to include charter schools, which do NOT currently have this option, in any of these proposals which continue forward.

PERIOD 2 KEY SCHOOL METRICS 2021-2022

Pearson Virtual Schools (PVS) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Customer Success Partner (CSP) team works to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs), and weekly communication with each school's leader to support all stakeholders working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Teaching and Learning, a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- **Professional Responsibilities:** First semester core course passing rates (course completion), cohort results, and SPED document compliance (IEP required reviews).
- **Instructional Expertise:** Summary of Connections-offered professional learning sessions, Teacher Orientation course completion.
- **Student Engagement:** On time and completed Welcome Calls, student and Learning Coach contacts, completed end of year contacts, and during school year withdrawals.
- **Data Driven Instruction:** Curriculum Based Assessment (CBA) completion and completion of Math and ELA Pre-Test benchmark assessments.

Reporting Period 2 encompasses the time between October 31st, 2021, and January 30th, 2022. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are not truly “comparable schools,” but we have grouped them by student start date noted in the tables by “Group,” and, also by size (small 0-799, medium 800-2999, large 3000-5499, x-large 5500+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>
CalCA 2022	89%	90%	73%	89%	84%	74%
CalCA 2021	91%	87%	70%	91%	82%	74%
XLarge Avg.	94%	89%	84%	93%	87%	80%
Group 3 Avg.	93%	84%	78%	91%	80%	78%
Connections Avg.	93%	86%	84%	92%	83%	82%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>
CalCA 2022	90%	84%	81%	91%	86%	81%
CalCA 2021	88%	83%	79%	89%	85%	76%
XLarge Avg.	94%	89%	88%	94%	89%	88%
Group 3 Avg.	93%	83%	84%	93%	84%	82%
Connections Avg.	94%	87%	86%	94%	86%	87%

- **Final Semester 1 Pass Rates** - This shows the first semester “core” courses with final semester 1 pass rates for each course, broken down by grade bands: K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles.

Professional Responsibilities Continued

	IEP ELA Course Pass Rates			IEP Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2022	84%	82%	61%	85%	73%	57%
XLarge Avg.	92%	85%	82%	92%	84%	76%
Group 3 Avg.	89%	76%	71%	89%	70%	70%
Connections Avg.	89%	81%	78%	90%	78%	77%
	IEP Science Course Pass Rates			IEP Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2022	87%	74%	72%	84%	78%	70%
XLarge Avg.	93%	85%	84%	90%	84%	85%
Group 3 Avg.	90%	73%	73%	90%	76%	73%
Connections Avg.	90%	81%	79%	91%	79%	82%

- **Final Semester 1 Pass Rates for students with Individualized Education Program (IEP)** - This shows the first semester “core” courses with final semester 1 pass rates for each course, broken down by grade bands: K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles.

	4 HS Cohorts % On Track	2022	2023	2024	2025
CalCA 2022	68%	52%	56%	65%	98%
Connections Avg.	69%	63%	64%	63%	86%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 active cohorts for the current school year. (Classes of 2022, 2023, 2024, and 2025). The graduation rate is the percentage of students in the cohort that are on track to graduate within the 4-year period, including the summer after senior year. For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). This is now a standard key metric in addition to being a school focus goal.

Instructional Expertise

- **Professional Learning available to teachers** – Pearson Virtual Schools has offered an extensive professional learning program for the last several years. Last year, overviews shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. The Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs and level of experience in the virtual environment and Pearson Online Classroom.
 - *Upcoming Professional Learning Opportunities for Teachers*
 - Fostering Math Conversations
 - The Learning Curve – Approaches to Problem Solving
 - Discourse Strategies
 - New Teacher Series: MTSS/RTI – Personalized Learning Plan (PLP)
 - What does Personalized Learning Look like in the Online Classroom?
 - Creating Engaging Videos for Your Virtual Classroom
 - Cross Generational Communication – How to Effectively Engage Gen Z Students
 - MTSS - Progress Monitoring
 - Mindfulness – Not Just a Buzzword
 - Quality Feedback for Student Engagement
 - Pulling Data and Excel Beyond the Basics
 - Supporting Anxious Students
 - Promoting Post-Secondary Readiness in the Classroom
 - Learning Differences in the Classroom
 - *Upcoming Professional Learning Opportunities for Leaders*
 - Successful Change Management
 - Emotional Intelligence for Leadership
 - Promoting Collaboration and Teamwork

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	DSY WD
CalCA 2022	92%	92%	94%	71%	7.7%
CalCA 2021	46%	NA	NA	90%	20.3%
XLarge Avg.	93%	93%	92%	78%	13.2%
Group 3 Avg.	84%	84%	93%	75%	12.8%
Connections Avg.	92%	92%	91%	79%	14.3%

- **Students receiving a Welcome Call on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. Even with a significant increase in overall enrollment, schools worked hard to ensure that 92% of welcome calls were completed on time. The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes
- **Student & LC Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), PVS recommends a targeted synchronous contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 2 phone contacts have occurred with the Learning Coach by the end of reporting period 2.
- **During School Year Withdrawals** – This shows % of students who enrolled, engaged for at least 5 school days, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools can be a result of several factors.

Data Driven Instruction

	CBA "Met" K-8	CBA "Met" 9-12	ELA Benchmark Pre-Test	Math Benchmark Pre-Test
CalCA 2022	96%	65%	97%	97%
CalCA 2021	96%	80%	NA	NA
XLarge Avg.	92%	78%	80%	79%
Group 3 Avg.	76%	76%	84%	82%
Connections Avg.	87%	83%	84%	84%

- **Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic. CBAs are usually 1:1 phone call and/or Livelessons, using webcams and microphone capabilities, during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the % of students at the school meeting these criteria by the end of the current reporting period.
- **Benchmark Assessment Participation** - Connections supported schools typically administer benchmark assessments three times a year – at the beginning of the year (pre-test), middle of the year (mid-test), and end of the year (EOY). This metric is the % of students at the school that participated in the benchmark assessments.