



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

GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

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

Date and Time:
Tuesday, August 28, 2018 at 3:30 p.m. PT

Telephone Conference Call Locations:
CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
1630 E. Manning Avenue, Suite 244, Reedley, CA 93654
2277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
5778 Sherwood Forest Drive, El Sobrante, CA 94803
44304 Copper Moon Lane, Lancaster, CA 93536

This meeting is open to the public. Members of the public have access to (and may participate in) the meeting at any of the telephone conference locations. For information about this meeting or for members of the public who require special accommodations to attend, contact Tiffany Lopez at (559) 713-1324, 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 – E. Pavlich
- II. Roll Call – E. Pavlich
- 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 principal 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 Principal 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 Principal 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 "About Us" page at www.connectionsacademy.com

IV. Routine Business

- a. Approval of Agenda – E. Pavlich

V. Oral Reports

- a. Executive Director's Report (MSR) – R. Savage
 - i. Back to School Activities, Staffing and Training Update
 - ii. Enrollment Update
 - iii. Connections Academy Summer Leadership Conference Update
 - iv. Project Success Pilot Update
- b. Site Administrator's Reports (attached)
 - i. CalCAN (MSR) – L. Dombek
 - ii. CenCA (MSR) – M. White
 - iii. CalCAR (MSR) – K. Mannix
 - iv. CapoCA (MSR) – H. Tamayo
- c. CalCA Financial Report (to follow) – F. Sassin
 - i. Unaudited 2017-2018 Financial Results
 - ii. Audit Visit Update
 - iii. CalCAN Financial Report (attached)
 - iv. CenCA Financial Report (attached)
 - v. CalCAR Financial Report (attached)
 - vi. CapoCA Financial Report (attached)

VI. Board Strategic Development

- a. Governance Unification Update – R. Savage/ F. Sassin

VII. Consent Agenda

- a. Approval of Minutes from the Previous Board Meetings (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Connections Education Invoice(s) (attached)
- d. Approval of Math Time to Talk Invoice(s) (attached)
- e. Approval of Year End Financial Statements (previously attached)
- f. Approval of Unaudited Actuals for Fiscal Year Ending June 30, 2018 and Authorization of California School Director of Business Services to Submit to the Appropriate Parties (to follow)
- g. Approval of Revision(s) to the English Language Learner (ELL) Policy (attached)
- h. Approval of Federal Title Funding Documentation: Homeless Education Policy (attached)
- i. Approval of Revision(s) to 2018-2019 Master Agreement (attached)
- j. Approval of Education Protection Account (EPA) Expenditure Plans for the 2018-2019 School Year (attached)

- k. Approval of Revision(s) to the Uniform Complaint Procedure (UCP) and Annual Notice for 2018-2019 (attached)
 - l. Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions (attached)
- VIII. Action Items
- a. Approval of Math Time to Talk Proposal and Contract (attached) – B. Rosta
 - b. Approval of Board Designee for Annual School Handbook Review – L. Coleman
- IX. Information Items
- a. State & Strategic Client Relations Update – J. Daniels
 - b. Math Placement Annual Report (attached) – R. Romero
 - c. Western Association of Schools and Colleges (WASC) Update – L. Dombek
 - d. Partner School Leadership Team (PSLT) Update – B. Rosta
 - i. School Operations Metrics (attached)
 - ii. Teacher Professional Development Products and Services for the 2018-2019 School Year (attached)
 - e. Sponsoring District(s) Update – E. Pavlich
 - f. Conference and Training Opportunities for Board – L. Coleman
 - g. National Charter School Conference (NCSC) Update – D. Rivas
- X. CLOSED SESSION – Brown Act § 54957(b)(1) – to consider appointment, employment, evaluation of performance, discipline of an employee; Title: Executive Director of California Connections Academies – B. Rosta
- XI. Approval of Action(s) Necessary Based on Closed Session
- a. Approval of Executive Director Compensation for the 2018-2019 School Year – E. Pavlich
- XII. Adjournment and Confirmation of Next Meeting on Tuesday, September 25, 2018 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, August 24, 2018

At: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
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Site Administrator Report
California Connections Academy Schools
2018-19

Month for Report: August, 2018

Enrollment Update

	Capo	Ripon	Central	North Bay	All CalCA
Enrolled	2758	934	342	124	4158
Approved	145	52	18	8	223
Pre-Approved	1711	660	237	78	2686
Applicant	1581	641	244	85	2551
DATA as of August 10, 2018					

Field Trip Update

Recent Field Trips

Field Trip planning is underway already for the upcoming school year. The field trip and event budgets have been prepared and the dates for the school picnics have been set. The field trip teams are excited to get started!

Upcoming Field Trips

The first big events for the year will be the Back to School Picnics. Board members are invited to attend. More information will follow, but for now, save these dates:

September 25 - North Bay

September 26 - Ripon

September 27 - Capo

September 28 - Central

Outreach Update

- National Online Parent Panels hosted multiple times weekly by parents nationally, including one California parent (Irene Burgess)
- California Virtual Information Sessions hosted weekly as of July 16 by California teachers and staff
- In person information sessions held statewide throughout summer in Santa Rosa, Napa, Pleasanton, San Jose, Elk Grove, Modesto, Fresno, Bakersfield, Rosamond, Anaheim, La Jolla, Laguna Hills, Fountain Valley, Sherman Oaks, Rolling Hills Estates
- Telephone inquiries overseen by Outreach Manager, as well as Business Services, Counseling and Student Services teams
- August parties for prospective and new families to take place statewide as of August 22 through August 30: Santa Rosa, Ripon, Elk Grove, Concord, Newark, Fresno, Visalia, Bakersfield, Los Angeles, Ontario, Irvine and San Diego
- Positive stories including commencement, standout students, Ripon Teacher of the Year throughout summer in a variety of publications.
- On-going online, email and social media advertising
- NEW: National cable advertising campaign July-August

- NEW: Niche.com: Renewed promotion of Capistrano and added Ripon
- NEW: Military advertising online throughout summer
- NEW: Connected with Edwards Airforce Base school liaison
- NEW: Supplemental North Bay print and online advertising in Sonoma County to launch August/September

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

Site Updates and Message from Site Administrator

The 2018/2019 is officially upon us! The Capistrano office looks forward to hosting the entire California Connections Academy staff, from August 15-17, in Newport Beach. It will be three days of team building, training, dining and celebration. The hope is that staff walks away feeling empowered, and motivated to be their best, and provide the best education possible for our students. Year after year, we are reminded of the power of the face-to-face meeting time, the bonding amongst colleagues, and the welcoming of new staff. Everything in me believes that this will be our best, most productive school year yet!

Central: Marcus White, Site Administrator

Site Updates and Message from Site Administrator

Here at Central we are eagerly awaiting the start of the 2018-2019 school year. We are so excited to meet our students and families. We are poised and ready to have our biggest and best year ever. We cannot wait to get started.

Ripon: Kara Mannix, Site Administrator

Site Updates and Message from Site Administrator

I am personally excited to be joining the Ripon team as Site Administrator this year, and am thrilled to announce that our school-wide efforts to recruit and hire staff out of the Ripon region is paying off. The current numbers show that we are bringing seven new

teachers in to Ripon, for a total of 43 staff members. The team is gearing up to travel to Southern California to officially start our 18-19 school year and get everything ready to welcome our families. It is going to be a great year!

North Bay: Leslie Dombek, Site Administrator

Site Updates and Message from Site Administrator

We are gearing up for another wonderful year at CalCA @ North Bay. Next week all of our North Bay staff will be heading down to Southern California for our Back to School meetings. We will be meeting with the rest of the CalCA schools for training, planning, team building and some solid face-to-face work time before the school year officially begins for our kids. North Bay is ready for productive Back to School meetings and to make this an amazing school year for our kids!

California Connections Academy @ North Bay
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Enrollment</u>			179	5
<u>Funded Enrollment (P-2 ADA)</u>			168	(0)
<u>Revenue</u>				
LCFF / General Purpose Block Grant - State	70,583.50	977,310.12	655,558.02	321,752
LCFF / General Purpose Block Grant - State EPA	2,166.66	30,000.00	30,000.00	-
LCFF / General Purpose Block Grant - Local	33,660.54	466,069.01	776,436.94	(310,368)
Subtotal	106,410.70	1,473,379.13	1,461,994.96	11,384
Lottery	2,285.96	31,651.83	31,708.42	(57)
Special Education Pass through funds - State	1,844.99	25,546.00	25,325.00	221
One Time State Funding	1,777.97	24,618.09	20,725.53	3,893
Mandated Cost Reimbursement	-	11,503.00	4,312.41	7,191
Total Pupil Funding	112,319.62	1,566,698.05	1,544,066.32	22,632
Star Testing Reimbursement	-	264.54	281.98	(17)
Federal Funding - Title I	-	19,577.00	21,000.00	(1,423)
Federal Funding - Title II	832.00	3,365.00	3,366.00	(1)
Federal Funding - IDEA	21,071.00	21,071.00	22,000.00	(929)
E-Rate Funds	-	202.99	3,000.00	(2,797)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	536.52	36.52	500
Prior Year Adjustments - State Aid	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	1,986.00	-	1,986
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Local	-	-	-	-
Prior Year Adjustments - Federal	-	73.00	-	73
Interest	7.34	77.17	500.00	(423)
Subtotal	21,910.34	47,153.22	50,184.50	(3,031)
Total Revenue	134,229.96	1,613,851.27	1,594,250.82	19,600
<u>Compensation Expense</u>				
Salaries - Administration	15,353.02	81,204.41	78,859.26	(2,345)
Benefits - Administration	3,761.49	19,895.08	19,320.52	(575)
Taxes - Administration	604.72	3,474.54	3,682.17	208
Pension - Administration	1,414.13	6,890.71	5,094.39	(1,796)
Subtotal Administration	21,133.36	111,464.74	106,956.35	(4,508)
Salaries - Teachers	101,544.87	438,370.01	430,361.72	(8,008)
Benefits - Teachers	24,878.49	107,400.65	105,438.62	(1,962)
Taxes - Teachers	1,716.29	10,553.76	8,330.91	(2,223)
Pension - Teachers	13,164.81	62,450.30	49,357.64	(13,093)
Subtotal Instructional Staff	141,304.47	618,774.72	593,488.90	(25,286)
Total Compensation Expense	162,437.83	730,239.46	700,445.25	(29,794)
<u>Enrollment/Unit Based Fees</u>				
Educational Resource Center	1,980.51	23,197.86	22,586.76	(611)
Connexus™ Annual License (LMS)	9,431.00	110,466.00	107,556.00	(2,910)
Technical Support and Repairs	2,357.75	27,616.50	26,889.00	(728)
Accounting and Regulatory Reporting	785.92	9,205.50	8,963.00	(243)
Direct Course Instruction Support	276.30	3,305.76	2,977.09	(329)
Short Term Substitute Teaching	2,569.02	21,254.41	2,011.88	(19,243)
Hardware/Software - Employees	241.07	5,886.00	5,356.67	(529)
Voice Over IP Services	3,531.60	3,531.60	3,214.00	(318)
Human Resources Support	502.23	12,262.50	11,159.73	(1,103)
Facility Support Services	168.53	1,011.18	1,011.18	-
School Curriculum Supplies	170.70	4,365.00	3,956.80	(408)
Student Technology Assistance	5,989.58	71,875.00	100,050.00	28,175
Internet Subsidy Payment Processing	200.64	1,675.00	1,500.00	(175)
Enrollment and Records Management	826.67	9,920.00	9,800.00	(120)
Curriculum Postage	682.00	8,184.00	8,085.00	(99)
Tangible and Intangible Instructional Materials	21,616.67	259,400.00	255,825.00	(3,575)
Community Outreach	-	-	-	-
Total Enrollment/Unit Based Fees	51,330.19	573,156.31	570,942.11	(2,214)
<u>Revenue Based Fees</u>				
Treasury Services	2,202.45	23,507.36	23,196.39	(311)
Marketing Services	1,468.30	15,671.57	15,464.26	(207)
School Administration	8,809.77	94,029.43	92,785.55	(1,244)
Special Education Oversight and Liability	3,670.74	39,178.93	38,660.65	(518)
Special Education Direct Services	23,901.08	46,617.00	47,325.00	708
Total Revenue Based Fees	40,052.33	219,004.28	217,431.84	(1,572)

California Connections Academy @ North Bay
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	122.31	1,529.69	4,606.63	3,077
Expensed Furniture and Equipment	3.44	469.46	3,707.67	3,238
Copiers/Reproduction	(66.77)	529.98	834.23	304
Office Postage	36.21	1,344.72	2,662.78	1,318
ISP Payment Reimbursement	2,728.58	7,401.45	10,000.00	2,599
Student Testing & Assessment Facilities & Services	275.84	7,514.49	10,000.00	2,486
Student Testing & Assessment Travel	1,262.51	5,793.58	7,988.34	2,195
Student Testing Technology	-	-	5,000.00	5,000
Staff Recruiting / Background Checks	43.52	547.07	1,071.85	525
Staff Training / Prof. Dvlpmt.	3,703.87	13,950.15	14,500.00	550
Travel and Conferences - Teachers	80.45	747.96	2,359.43	1,611
Travel and Conferences - Administration	386.72	1,465.65	4,179.56	2,714
Team Building	153.95	861.01	1,449.36	588
Maintenance & Repair	106.89	1,304.28	1,954.95	651
High Speed Internet	55.42	1,096.82	1,802.30	705
Phone	46.73	921.11	1,516.77	596
Rent	842.16	9,908.27	11,281.33	1,373
Rent Storage Unit	23.13	335.30	300.00	(35)
Rent Operating Expense	192.39	1,330.38	1,253.31	(77)
Utilities	78.92	825.76	1,550.48	725
Expenses Pending Allocation	(5,446.64)	-	-	-
Total Pass-Through Expenses	4,629.63	57,877.13	88,019.00	30,142
<u>Other School Expenses</u>				
Banking fees	0.67	0.67	250.00	249
Financial Audit	-	8,162.50	9,000.00	838
District Oversight	1,167.36	14,733.79	17,373.66	2,640
STRS Reporting	79.60	991.97	991.97	-
District Administrative Fees	-	-	-	-
Student Activities	323.85	1,935.26	7,000.00	5,065
Graduation	447.64	1,128.14	4,000.00	2,872
Board Expenses	678.51	1,408.76	7,000.00	5,591
Dues - Staff	6.58	25.44	471.89	446
Dues - School	-	1,922.00	4,000.00	2,078
Other School Expense	-	1,097.47	404.47	(693)
Other Curriculum	2.60	86.10	1,247.13	1,161
College and Career	-	-	50,000.00	50,000
Science Lab	6.05	2,548.96	5,258.15	2,709
Science Lab - Contracted Services	235.91	2,068.12	4,200.00	2,132
Other School Contracted Services	2.21	68.90	1,051.63	983
Accreditation and Consulting	3.82	978.14	6,000.00	5,022
Insurance - D&O	-	-	-	-
AERIES	-	528.50	749.00	
Title I - SES Tutoring	-	-	2,500.00	2,500
Summer School	-	1,543.75	1,543.75	-
Math Time To Talk	495.00	495.00	2,300.00	1,805
Legal	51.58	1,195.46	5,000	3,805
Total Other School Expenses	3,501.38	40,918.93	130,341.65	89,423
<u>Adjustments and Credits</u>				
Contractual Service Credit	12,500.00	(7,500.00)	(113,000.00)	(105,500)
Total Adjustments and Credits	12,500.00	(7,500.00)	(113,000.00)	(105,500)
Total Program Expenses	274,451.36	1,613,696.11	1,594,179.84	(19,516)
Net Increase (Decrease)	(140,221.40)	155.16	70.97	84
Beginning fund balance		69,863.32		
Ending fund balance	70,018.48	70,018.48		

California Connections Academy @ North Bay
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Checking	\$ 18,702.00
Savings	34,113.22
Total Cash	52,815.22

Accounts Receivable:

17-18 Funding Receivable	583,758.96
16-17 Funding Receivable	50,521.15
Total Accounts Receivable	634,280.11

Prepaid:

Prepaid Rent	1,291.70
Prepaid Rent Operating Expense	143.19
Total Prepaid	1,434.89

Indoff Incorporated - deposit for shelving system	523.20
Total Deposits	523.20

Total Assets	\$ 689,053.42
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Liabilities:

CA Payable:

CA Invoice March 2018	\$ 53,386.31
CA Invoice April 2018	139,570.90
CA Invoice May 2018	128,693.76
Math Time to Talk	495.00
CA Invoice June 2018	193,605.03
Total CA Payable	515,751.00

Due To/From Related Parties:

Capistrano Connections Academy	10,461.68
Central California Connections Academy	1,068.74
California Connections Academy @ Ripon	951.35
Total Due To/From Related Parties	12,481.77

Accrued Pension	10,707.75
Total Pension Payable	10,707.75

Accrued Expenses:

Accrued Payroll	70,696.13
Accrued Expenses	514.36
Total Accrued Expenses	71,210.49

Other Payables:

Oversight Payable to MUSD	8,799.12
STRS Reporting	84.81
Total Other Payables	8,883.93

Total Liabilities	619,034.93
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Fund Balance	70,018.48
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Total Liabilities and Fund Balance	\$ 689,053.42
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California Connections Academy @ Central
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Enrollment</u>			476	(24)
<u>Funded Enrollment (P-2 ADA)</u>			439	(30)
<u>Revenue</u>				
LCFF / General Purpose Block Grant - State	204,782.52	2,835,450.30	3,160,794.83	(325,345)
LCFF / General Purpose Block Grant - State EPA	45,718.69	633,028.00	633,028.00	-
LCFF / General Purpose Block Grant - Local	13,781.51	190,820.87	92,128.27	98,693
Subtotal	264,282.72	3,659,299.17	3,885,951.10	(226,652)
Lottery	5,577.53	77,227.29	82,915.44	(5,688)
Special Education Pass through funds - State	5,536.12	76,654.00	75,988.00	666
One Time State Funding	4,338.08	60,065.67	62,188.35	(2,123)
Mandated Cost Reimbursement	-	12,271.00	11,486.73	784
Total Pupil Funding	279,734.45	3,885,517.13	4,118,529.62	(233,012)
Star Testing Reimbursement	-	1,075.74	846.10	230
Federal Funding - Title I	-	101,781.00	77,000.00	24,781
Federal Funding - Title II	6,997.00	14,028.00	14,035.00	(7)
Federal Funding - IDEA	63,224.00	63,224.00	64,000.00	(776)
E-Rate Funds	-	498.86	7,000.00	(6,501)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	109.55	109.55	-
Prior Year Adjustments - State Aid	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	7,449.00	-	7,449
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Local Revenues	-	-	-	-
Prior Year Adjustments - Federal	-	-	-	-
Interest	35.59	2,126.06	477.32	1,649
Subtotal	70,256.59	190,292.21	163,467.97	26,824
Total Revenue	349,991.04	4,075,809.34	4,281,997.59	(206,188)
<u>Compensation Expense</u>				
Salaries - Administration	36,953.62	194,821.61	189,177.02	(5,645)
Benefits - Administration	9,053.64	47,731.29	46,348.37	(1,383)
Taxes - Administration	1,455.51	8,350.35	8,850.10	500
Pension - Administration	3,403.71	16,506.02	12,182.41	(4,324)
Subtotal Administration	50,866.48	267,409.26	256,557.89	(10,851)
Salaries - Teachers	239,114.80	1,048,389.90	1,095,355.35	46,965
Benefits - Teachers	58,583.13	256,855.53	268,362.07	11,507
Taxes - Teachers	4,041.47	25,556.31	21,242.01	(4,314)
Pension - Teachers	31,000.10	150,374.90	126,286.09	(24,089)
Subtotal Instructional Staff	332,739.50	1,481,176.64	1,511,245.52	30,069
Total Compensation Expense	383,605.98	1,748,585.90	1,767,803.41	19,218
<u>Enrollment/Unit Based Fees</u>				
Educational Resource Center	4,685.52	56,960.82	59,953.60	2,993
Connexus™ Annual License (LMS)	22,312.00	271,242.00	285,493.33	14,251
Technical Support and Repairs	5,578.00	67,810.50	71,373.33	3,563
Accounting and Regulatory Reporting	1,859.33	22,603.50	23,791.11	1,188
Direct Course Instruction Support	650.62	8,144.03	6,411.69	(1,732)
Short Term Substitute Teaching	6,049.46	52,261.94	4,842.86	(47,419)
Hardware/Software - Employees	275.24	13,860.00	14,218.51	359
Voice Over IP Services	8,316.00	8,316.00	8,531.11	215
Human Resources Support	573.42	28,875.00	29,621.89	747
Facility Support Services	405.57	2,433.45	2,433.45	-
School Curriculum Supplies	181.23	10,275.00	10,502.77	228
Student Technology Assistance	18,447.92	221,375.00	242,650.00	21,275
Internet Subsidy Payment Processing	338.47	5,425.00	5,850.00	425
Enrollment and Records Management	2,230.00	26,320.00	26,720.00	400
Curriculum Postage	1,839.75	21,714.00	22,044.00	330
Tangible and Intangible Instructional Materials	56,939.58	672,825.00	681,050.00	8,225
Community Outreach	2,083.33	25,000.00	25,000.00	-
Total Enrollment/Unit Based Fees	132,765.44	1,515,441.24	1,520,487.65	5,046
<u>Revenue Based Fees</u>				
Treasury Services	4,990.12	59,007.08	62,122.98	3,116
Marketing Services	3,326.75	39,338.05	41,415.32	2,077
School Administration	19,960.49	236,028.32	248,491.94	12,464
Special Education Oversight and Liability	8,316.87	98,345.13	103,538.31	5,193
Special Education Direct Services	71,717.42	139,878.00	139,988.00	110
Total Revenue Based Fees	108,311.65	572,596.58	595,556.55	22,960

California Connections Academy @ Central
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	296.34	3,783.48	5,069.70	1,286
Expensed Furniture and Equipment	8.10	1,129.60	8,922.66	7,793
Copiers/Reproduction	(160.28)	1,313.08	2,007.60	695
Office Postage	61.68	3,288.49	6,408.10	3,120
ISP Payment Reimbursement	8,280.72	24,141.90	31,000.00	6,858
Student Testing & Assessment Facilities & Services	2,224.05	9,169.31	14,000.00	4,831
Student Testing & Assessment Travel	3,022.67	14,441.94	19,224.29	4,782
Student Testing Technology	-	-	10,000.00	10,000
Staff Recruiting / Background Checks	105.59	1,339.26	2,579.46	1,240
Staff Training / Prof. Dvlpmt.	8,861.94	33,884.07	40,000.00	6,116
Travel and Conferences - Teachers	192.45	1,816.11	5,678.06	3,862
Travel and Conferences - Administration	1,062.97	3,815.60	10,058.28	6,243
Team Building	388.27	2,128.97	3,487.95	1,359
Maintenance & Repair	256.62	3,139.28	4,704.68	1,565
High Speed Internet	132.75	2,702.46	4,337.31	1,635
Phone	121.10	2,275.96	3,650.18	1,374
Rent	2,027.19	23,850.51	23,757.45	(93)
Rent Storage Unit	55.64	807.13	1,300.00	493
Rent Operating Expense	463.08	3,202.19	3,016.62	(186)
Utilities	189.83	1,988.50	3,731.30	1,743
Expenses Pending Allocation	(12,914.08)	-	-	-
Total Pass-Through Expenses	14,676.63	138,217.84	202,933.63	64,716
<u>Other School Expenses</u>				
Banking fees	31.62	436.62	600.00	163
Financial Audit	1,400.00	9,562.50	9,000.00	(563)
District Oversight	2,755.20	36,592.99	38,859.51	2,267
STRS Reporting	198.98	2,387.21	2,387.21	-
District Administrative Fees	833.37	10,000.00	10,000.00	-
Student Activities	2,885.80	9,478.81	13,000.00	3,521
Graduation	1,075.64	2,520.33	5,000.00	2,480
Board Expenses	-	2,112.72	7,000.00	4,887
Dues - Staff	15.84	62.46	1,135.61	1,073
Dues - School	-	4,835.00	5,500.00	665
Other School Expense	-	(2,843.63)	973.38	3,817
Other Curriculum	6.10	207.56	3,001.26	2,794
Prop 39 Clean Energy Planning	-	-	-	-
Science Lab	15.61	6,243.75	12,653.96	6,410
Science Lab - Other Contracted Services	555.31	5,083.79	5,000.00	(84)
College and Career Grant	-	-	36,000.00	
Other School Contracted Services	5.18	500.75	2,530.79	2,030
Accreditation and Consulting	10.40	2,406.77	4,000.00	1,593
Insurance - D&O	-	1,030.00	1,030.00	-
AERIES	-	1,585.50	1,802.50	
Title I - SES Tutoring	-	-	10,000.00	10,000
Summer School	-	3,988.75	3,988.75	-
Math Time to Talk	-	-	5,600.00	5,600
Legal	(18,103.60)	3,717.97	15,000	11,282
Total Other School Expenses	(8,314.55)	99,909.85	194,062.98	94,153
<u>Adjustments and Credits</u>				
Contractual Service Credit	-	-	-	-
Total Adjustments and Credits	-	-	-	-
Total Program Expenses	631,045.16	4,074,751.41	4,280,844.21	206,093
Net Increase (Decrease)	(281,054.12)	1,057.93	1,153.38	(95)
Beginning fund balance		104,274.80	130,216.80	
Ending fund balance	105,332.73	105,332.73	131,370.17	

California Connections Academy @ Central
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Checking	\$ 23,010.07
Savings	31,364.14
Total Cash	54,374.21

Accounts Receivable:

16-17 Funding Receivable	18,114.74
17-18 Funding Receivable	747,579.27
Total Accounts Receivable	765,694.01

Prepaid:

Prepaid Rent	2,213.16
Prepaid Rent Operating Expense	245.35
Prepaid Storage Unit	1,780.00
Dinuba Junior Academy - science lab rental	2,400.00
Prepaid Support Services	1,390.00
Total Prepaid	8,028.51

Deposits:

Indoff Incorporated - deposit for shelving system	1,259.11
Utilities Deposit	100.00
Total Deposits	1,359.11

Total Assets	\$ 829,455.84
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California Connections Academy @ Central
Balance Sheet - Unaudited
June 30, 2018

Liabilities:

CA Payable:

CA Invoice June 2018	\$ 437,477.35
Total CA Payable	437,477.35

Due To/From Related Parties:

Capistrano Connections Academy	29,692.16
California Connections Academy @ Ripon	2,527.27
California Connections Academy @ North Bay	(1,068.74)
Total Due To/From Related Parties	31,150.69

Accrued Pension	30,098.94
Total Pension Payable	30,098.94

Accrued Expenses:

Accrued Payroll	167,075.92
Accrued Expenses	1,648.33
Total Accrued Expenses	168,724.25

Other Payables:

Barade Scholarship	200.00
STRS Reporting Fees	513.29
Oversight Payable to AUSD	36,592.99
AUSD Administration Payable	19,365.60
Total Other Payables	56,671.88

Total Liabilities	724,123.11
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Fund Balance	105,332.73
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Total Liabilities and Fund Balance	\$ 829,455.84
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California Connections Academy @ Ripon
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 3/05/2018	Annual vs Budget
<u>Enrollment</u>			1,219	(12)
<u>Funded Enrollment (P-2 ADA)</u>			1,113	(21)
 <u>Revenue</u>				
LCFF / General Purpose Block Grant - State	473,110.44	6,550,759.85	6,743,438.34	(192,678)
LCFF / General Purpose Block Grant - State EPA	111,028.02	1,537,311.00	1,537,311.00	-
LCFF / General Purpose Block Grant - Local	103,879.77	1,438,335.21	1,328,003.31	110,332
Subtotal	688,018.23	9,526,406.06	9,608,752.65	(82,347)
Lottery	14,907.57	206,412.57	210,387.78	(3,975)
Special Education Pass through funds - State	13,092.01	181,274.00	179,700.00	1,574
One Time State Funding	11,594.78	160,543.11	147,066.15	13,477
Mandated Cost Reimbursement	-	29,628.00	29,628.00	-
Total Pupil Funding	727,612.59	10,104,263.74	10,175,534.57	(71,271)
 Star Testing Reimbursement	-	2,295.46	2,000.90	295
Federal Funding - Title I	22,501.00	153,000.00	153,000.00	-
Federal Funding - Title II	12,589.00	25,243.00	25,243.00	-
Federal Funding - Title IV	-	-	10,000.00	(10,000)
Federal Funding - IDEA	149,515.00	149,515.00	166,000.00	(16,485)
E-Rate Funds	-	1,349.30	15,000.00	(13,651)
MediCAL	-	-	-	-
Donations	-	1,300.00	950.00	350
Miscellaneous State Funds	-	1,940.23	-	1,940
Prior Year Adjustments - State Aid	-	3,726.00	-	3,726
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	16,671.00	16,671.00	-
Prior Year Adjustments - Federal	-	2,459.00	-	2,459
Interest	23.83	5,800.83	3,225.87	2,575
Subtotal	184,628.83	363,299.82	392,090.77	(28,791)
Total Revenue	912,241.42	10,467,563.56	10,567,625.34	(100,062)
 <u>Compensation Expense</u>				
Salaries - Administration	102,175.96	539,775.55	535,110.24	(4,665)
Benefits - Administration	25,033.11	132,245.02	131,102.02	(1,143)
Taxes - Administration	4,024.47	23,110.49	24,856.78	1,746
Pension - Administration	9,411.19	45,776.90	42,701.48	(3,075)
Subtotal Administration	140,644.72	740,907.95	733,770.52	(7,137)
 Salaries - Teachers	665,751.82	2,877,514.75	2,887,566.82	10,052
Benefits - Teachers	163,109.19	704,991.10	707,453.86	2,463
Taxes - Teachers	11,252.39	69,217.36	69,373.05	156
Pension - Teachers	86,311.58	410,329.14	399,819.57	(10,510)
Subtotal Instructional Staff	926,424.99	4,062,052.35	4,064,213.31	2,161
Total Compensation Expense	1,067,069.71	4,802,960.30	4,797,983.83	(4,976)
 <u>Enrollment/Unit Based Fees</u>				
Educational Resource Center	11,783.62	152,089.56	153,640.34	1,551
Connexus™ Annual License (LMS)	56,112.50	724,236.00	731,620.67	7,385
Technical Support and Repairs	14,028.12	181,059.00	182,905.17	1,846
Accounting and Regulatory Reporting	4,676.04	60,353.00	60,968.39	615
Direct Course Instruction Support	1,811.48	21,880.17	21,580.92	(299)
Short Term Substitute Teaching	16,843.11	141,082.22	63,705.56	(77,377)
Hardware/Software - Employees	1,029.48	38,592.00	38,161.24	(431)
Voice Over IP Services	23,155.20	23,155.20	22,896.75	(258)
Human Resources Support	2,144.76	80,400.00	79,502.59	(897)
Facility Support Services	1,121.44	6,728.62	6,728.61	(0)
School Curriculum Supplies	700.25	28,610.00	28,302.92	(307)
Student Technology Assistance	45,952.08	551,425.00	529,575.00	(21,850)
Internet Subsidy Payment Processing	340.62	12,750.00	13,561.75	812
Enrollment and Records Management	5,963.33	70,680.00	69,800.00	(880)
Curriculum Postage	4,919.75	58,311.00	57,585.00	(726)
Tangible and Intangible Instructional Materials	152,814.58	1,812,875.00	1,791,675.00	(21,200)
Community Outreach	4,166.67	50,000.00	50,000.00	-
Total Enrollment/Unit Based Fees	347,563.03	4,014,226.77	3,902,209.91	(112,017)
 <u>Revenue Based Fees</u>				
Treasury Services	13,175.22	151,945.11	153,016.18	1,071
Marketing Services	8,783.48	101,296.74	102,010.78	714
School Administration	52,700.87	607,780.42	612,064.71	4,284
Special Education Oversight and Liability	21,958.69	253,241.84	255,026.96	1,785
Special Education Direct Services	169,599.58	330,789.00	362,371.00	31,582
Total Revenue Based Fees	266,217.84	1,445,053.11	1,484,489.63	39,437

California Connections Academy @ Ripon
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 3/05/2018	Annual vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	824.71	10,191.88	12,000.00	1,808
Expensed Furniture and Equipment	22.56	3,123.56	8,200.00	5,076
Copiers/Reproduction	(443.44)	3,519.61	5,551.11	2,032
Office Postage	213.86	8,897.86	13,500.00	4,602
ISP Payment Reimbursement	20,132.69	57,210.73	59,000.00	1,789
Student Testing & Assessment Facilities & Services	1,460.77	58,890.03	70,000.00	11,110
Student Testing & Assessment Travel	9,955.36	40,613.29	51,561.41	10,948
Student Testing Technology	220.00	220.00	25,000.00	24,780
Staff Recruiting / Background Checks	295.12	3,656.31	7,132.34	3,476
Staff Training / Prof. Dvlpmt.	25,017.87	93,232.48	92,807.95	(425)
Travel and Conferences - Teachers	535.76	4,961.33	15,700.11	10,739
Travel and Conferences - Administration	2,958.23	10,195.11	27,811.62	17,617
Team Building	1,083.84	5,804.47	9,644.35	3,840
Maintenance & Repair	542.24	8,511.06	13,008.66	4,498
High Speed Internet	543.20	7,458.70	11,992.87	4,534
Phone	341.13	6,113.69	10,092.93	3,979
Rent	5,605.02	65,944.48	65,687.12	(257)
Rent Storage Unit	153.86	2,231.70	3,250.00	1,018
Rent Operating Expense	1,280.41	8,854.08	8,340.96	(513)
Utilities	525.03	5,494.67	10,317.22	4,823
Expenses Pending Allocation	(36,060.10)	-	-	-
Total Pass-Through Expenses	35,208.12	405,125.04	520,598.65	115,474
<u>Other School Expenses</u>				
Banking fees	4.49	403.49	475.00	72
Financial Audit	-	9,525.00	8,225.00	(1,300)
District Oversight	7,362.76	95,264.06	96,087.53	823
STRS Reporting	620.00	7,792.73	7,500.00	(293)
District Administrative Fees	833.34	10,000.00	10,000.00	-
Student Activities	2,619.71	15,150.48	17,460.00	2,310
Graduation	3,556.30	9,000.82	7,275.00	(1,726)
Board Expenses	-	1,111.18	7,000.00	5,889
Dues - Staff	43.81	170.12	3,140.02	2,970
Dues - School	-	9,462.84	10,000.00	537
Other School Expense	-	27.22	2,691.45	2,664
Other Curriculum	16.99	572.95	8,298.63	7,726
Prop 39 Clean Energy Planning	-	15,486.25	10,000.00	(5,486)
Science Lab	43.71	16,684.52	25,000.00	8,315
Science Lab - Other Contracted Services	1,546.13	14,031.14	15,000.00	969
College and Career Grant	-	-	36,000.00	
Other School Contracted Services	114.43	542.61	6,997.76	6,455
Accreditation and Consulting	29.20	1,922.25	4,000.00	2,078
Insurance - D&O	-	1,852.00	1,852.00	-
AERIES	-	3,689.00	4,984.00	
Title I - SES Tutoring	-	-	2,000.00	2,000
Summer School	-	11,918.75	11,918.75	-
Math Time to Talk	9,900.00	9,900.00	15,300.00	5,400
Legal	231.56	10,031.63	15,000.00	4,968
Total Other School Expenses	26,922.43	244,539.04	326,205.14	81,666
<u>Adjustments and Credits</u>				
Contractual Service Credit	(144,500.00)	(444,500.00)	(464,000.00)	(19,500)
Total Adjustments and Credits	(144,500.00)	(444,500.00)	(464,000.00)	(19,500)
Total Program Expenses	1,598,481.13	10,467,404.27	10,567,487.16	100,083
Net Increase (Decrease)	(686,239.71)	159.29	138.18	21
Beginning fund balance		21,607.25		
Ending fund balance	21,766.54	21,766.54		

California Connections Academy @ Ripon
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Checking	\$ 84,627.00
Savings	968,664.83
Petty Cash	215.97
Total Cash	1,053,507.80

Accounts Receivable:

14-15 Funding Receivable	62,931.83
15-16 Funding Receivable	999,329.00
16-17 Funding Receivable	1,333,131.77
17-18 Funding Receivable	2,956,314.56
Total Accounts Receivable	5,351,707.16

Prepaid:

Prepaid Rent	5,160.19
Prepaid Rent Operating Expense	572.05
Ripon Unified School District (check Hold)	300.00
Total Prepaid	6,032.24

Deposits:

Indoff Incorporated - deposit for shelving system	3,481.49
Total Deposits	3,481.49

Total Assets	\$ 6,414,728.69
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California Connections Academy @ Ripon
Balance Sheet - Unaudited
June 30, 2018

Liabilities:

CA Payable:

CA Invoice December 2017	\$ 369,554.46
CA Invoice January 2018	813,614.81
CA Invoice February 2018	571,830.56
CA Invoice March 2018	837,140.38
CA Invoice April 2018	919,565.48
CA Invoice May 2018	872,478.61
Math Time to Talk	9,900.00
CA Invoice June 2018	1,058,103.37
Total CA Payable	5,452,187.67

Due To/From Related Parties:

Capistrano Connections Academy	56,332.49
Central California Connections Academy	(2,527.27)
California Connections Academy @ North Bay	(951.35)
Total Due To/From Related Parties	52,853.87

Accrued Pension	67,345.61
Total Pension Payable	67,345.61

Accrued Expenses

Accrued Payroll	464,642.95
Accrued Expenses	4,850.61
Total Accrued Expenses	469,493.56

Other Payables:

STRS Reporting Fees	870.96
Oversight Payable to AUSD	199,268.48
Administration Payable to RUSD	33,000.00
Total Other Payables	233,139.44

Prop 39 Clean Energy Funds	117,942.00
Total Deferred Revenue	117,942.00

Total Liabilities **6,392,962.15**

Fund Balance **21,766.54**

Total Liabilities and Fund Balance **\$ 6,414,728.69**

Capistrano California Connections Academy
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Enrollment</u>			3,898	(89)
<u>Funded Enrollment (P-2 ADA)</u>			3,622	(118)
<u>Revenue</u>				
LCFF / General Purpose Block Grant - State	582,683.85	8,067,930.34	14,204,268.84	(6,136,338)
LCFF / General Purpose Block Grant - State EPA	44,777.78	620,000.00	620,000.00	-
LCFF / General Purpose Block Grant - Local	1,607,625.45	22,259,429.37	16,764,474.41	5,494,955
Subtotal	2,235,087.08	30,947,359.71	31,588,743.25	(641,384)
Lottery	161,750.07	776,329.02	684,633.89	91,695
Special Education Pass through funds - State	42,044.74	582,158.00	577,102.00	5,056
One Time State Funding	37,210.04	515,215.89	472,299.24	42,917
Mandated Cost Reimbursement	-	97,844.00	91,507.08	6,337
Total Pupil Funding	2,476,091.93	32,918,906.62	33,414,285.47	(495,379)
Star Testing Reimbursement	-	7,113.88	6,425.84	688
Federal Funding - Title I	109,454.00	468,201.00	428,000.00	40,201
Federal Funding - Title II	58,763.00	78,365.00	78,408.00	(43)
Federal Funding - IDEA	480,162.00	480,162.00	490,000.00	(9,838)
E-Rate Funds	-	4,230.69	24,000.00	(19,769)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	-	-	-
Prior Year Adjustments - State Aid	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	52,629.00	-	52,629
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Federal	-	1,826.00	1,749.00	77
Donation	-	-	-	-
Interest	8,175.46	62,290.21	15,000.00	47,290
Subtotal	656,554.46	1,154,817.78	1,043,582.84	111,235
Total Revenue	3,132,646.39	34,073,724.40	34,457,868.31	(384,144)
<u>Compensation Expense</u>				
Salaries - Administration	301,070.30	1,591,803.42	1,545,815.56	(45,988)
Benefits - Administration	73,762.22	389,991.85	378,724.83	(11,267)
Taxes - Administration	11,858.44	68,123.22	72,194.82	4,072
Pension - Administration	27,730.87	135,050.15	99,824.64	(35,226)
Subtotal Administration	414,421.83	2,184,968.64	2,096,559.85	(88,409)
Salaries - Teachers	2,088,525.14	8,864,588.47	9,025,681.44	161,093
Benefits - Teachers	511,688.66	2,171,824.15	2,211,291.96	39,468
Taxes - Teachers	35,299.80	214,545.10	175,095.01	(39,450)
Pension - Teachers	270,767.42	1,271,414.95	1,041,658.99	(229,756)
Subtotal Instructional Staff	2,906,281.02	12,522,372.67	12,453,727.40	(68,645)
Total Compensation Expense	3,320,702.85	14,707,341.31	14,550,287.25	(157,054)
<u>Enrollment/Unit Based Fees</u>				
Educational Resource Center	39,110.40	479,913.84	491,093.82	11,180
Connexus™ Annual License (LMS)	186,240.00	2,285,304.00	2,338,542.00	53,238
Technical Support and Repairs	46,560.00	571,326.00	584,635.50	13,310
Accounting and Regulatory Reporting	15,520.00	190,442.00	194,878.50	4,437
Direct Course Instruction Support	5,682.74	67,945.33	52,236.57	(15,709)
Short Term Substitute Teaching	52,838.41	437,451.43	39,455.14	(397,996)
Hardware/Software - Employees	10,379.20	121,062.00	116,467.64	(4,594)
Voice Over IP Services	72,637.20	72,637.20	69,880.59	(2,757)
Human Resources Support	21,623.33	252,212.50	242,640.93	(9,572)
Facility Support Services	3,304.46	19,826.74	19,826.70	(0)
School Curriculum Supplies	7,510.31	89,750.00	86,031.03	(3,719)
Student Technology Assistance	129,470.83	1,553,650.00	1,749,725.00	196,075
Internet Subsidy Payment Processing	3,546.66	39,400.00	34,975.00	(4,425)
Enrollment and Records Management	17,836.67	213,160.00	207,760.00	(5,400)
Curriculum Postage	14,715.25	175,857.00	171,402.00	(4,455)
Tangible and Intangible Instructional Materials	460,462.50	5,503,275.00	5,367,325.00	(135,950)
Community Outreach	45,833.33	550,000.00	550,000.00	-
Total Enrollment/Unit Based Fees	1,133,271.29	12,623,213.04	12,316,875.42	(306,338)
<u>Revenue Based Fees</u>				
Treasury Services	44,467.51	494,236.71	500,636.49	6,400
Marketing Services	29,645.00	329,491.14	333,757.66	4,267
School Administration	177,870.03	1,976,946.85	2,002,545.98	25,599
Special Education Oversight and Liability	74,112.51	823,727.85	834,394.16	10,666
Special Education Direct Services	544,662.75	1,062,320.00	1,067,102.00	4,782
Total Revenue Based Fees	870,757.80	4,686,722.55	4,738,436.29	51,714

Capistrano California Connections Academy
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Actual vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	2,544.78	31,171.86	41,305.72	10,134
Expensed Furniture and Equipment	70.78	9,208.26	72,698.06	63,490
Copiers/Reproduction	(314.22)	10,849.25	16,357.06	5,508
Office Postage	1,458.38	27,149.38	52,210.43	25,061
ISP Payment Reimbursement	65,184.01	184,396.43	210,000.00	25,604
Student Testing & Assessment Facilities & Services	7,131.52	159,003.00	137,000.00	(22,003)
Student Testing & Assessment Travel	28,610.23	124,644.52	156,631.28	31,987
Student Testing Technology	650.00	650.00	60,000.00	59,350
Staff Recruiting / Background Checks	1,507.09	11,284.43	21,016.35	9,732
Staff Training / Prof. Dvlpmt.	76,270.16	282,078.78	260,000.00	(22,079)
Travel and Conferences - Teachers	1,660.66	15,003.93	46,262.40	31,258
Travel and Conferences - Administration	9,210.77	33,056.23	81,950.54	48,894
Team Building	3,306.35	19,655.99	28,418.33	8,762
Maintenance & Repair	2,108.93	25,605.22	38,331.71	12,726
High Speed Internet	3,205.35	22,484.99	35,338.53	12,854
Phone	1,860.77	18,936.73	29,740.12	10,803
Rent	16,515.66	194,311.19	193,552.91	(758)
Rent Storage Unit	453.37	6,575.80	6,500.00	(76)
Rent Operating Expense	3,772.84	26,089.34	24,577.50	(1,512)
Utilities	1,552.57	16,220.07	30,401.01	14,181
Expenses Pending Allocation	(106,214.16)	-	-	-
Total Pass-Through Expenses	120,545.84	1,218,375.40	1,542,291.95	323,917
<u>Other School Expenses</u>				
Banking fees	13.22	43.22	1,200.00	1,157
Financial Audit	-	12,375.00	9,500.00	(2,875)
District Oversight	24,927.21	309,473.60	315,887.43	6,414
STRS Reporting	1,620.83	19,449.96	19,449.96	-
District Administrative Fees	83.37	1,000.00	1,000.00	-
Student Activities	39,475.16	93,391.34	65,000.00	(28,391)
Graduation	10,729.07	37,821.76	36,000.00	(1,822)
Board Expenses	-	10,299.75	7,000.00	(3,300)
Dues - Staff	129.08	523.28	9,252.48	8,729
Dues - School	-	49,967.69	27,000.00	(22,968)
Other School Expense	-	(24,679.22)	7,930.70	32,610
Other Curriculum	53.30	1,694.82	24,452.98	22,758
Prop 39 Clean Energy Planning	-	23,520.00	22,750.00	(770)
Science Lab	133.89	50,377.84	103,099.07	52,721
Science Lab - Other Contracted Services	4,850.52	42,507.47	10,000.00	(32,507)
College and Career Grant	-	2,756.25	39,791.67	37,035
Other School Contracted Services	45.27	1,614.87	20,619.81	19,005
Accreditation and Consulting	88.22	2,671.71	4,000.00	1,328
Insurance - D&O	-	2,529.00	2,529.00	-
AERIES	-	11,676.00	14,686.00	
Title I - SES Tutoring	-	-	20,000.00	20,000
Summer School	-	91,438.75	91,438.75	-
Math Time to Talk	26,125.00	26,125.00	45,200.00	19,075
Legal	1,060.55	23,965.60	50,000	26,034
Total Other School Expenses	109,334.69	790,543.69	947,787.86	157,244
<u>Adjustments and Credits</u>				
Contractual Service Credit	-	-	-	-
Total Adjustments and Credits	-	-	-	-
Total Program Expenses	5,554,612.47	34,026,196.00	34,095,678.77	69,483
Net Increase (Decrease)	(2,421,966.08)	47,528.40	362,189.54	(314,661)
Beginning fund balance		807,784.71	1,032,913.71	
Ending fund balance	855,313.11	855,313.11	1,395,103.24	

Capistrano Connections Academy
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Analysis Checking	\$ 281,817.65
Savings	7,778,704.03
MediCal	2,471.00
OCDE Cash Account	2,084,394.92
Petty Cash	300.00
Total Cash	10,147,687.60

Accounts Receivable:

16-17 Funding Receivable	30,105.23
17-18 Funding Receivable	3,232,807.47
Total Accounts Receivable	3,262,912.70

Due To/From Related Parties:

Central California Connections Academy	29,692.16
California Connections Academy @ Ripon	56,332.49
California Connections Academy @ North Bay	10,461.68
Total Due To/From Related Parties	96,486.33

Prepaid:

TPR Education, LLC - Tutoring Services	28,000.00
Prepaid Rent	15,789.69
Prepaid Rent Operating	1,750.41
Prepaid Rent Storage Unit	305.85
Total Prepaid	45,845.95

Deposits:

Indoff Incorporated - deposit for shelving system	10,258.70
Rent Deposit InterPres Corporation	20,287.30
Total Deposits	30,546.00

Total Assets	\$ 13,583,478.58
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Capistrano Connections Academy
Balance Sheet - Unaudited
June 30, 2018

Liabilities:

CA Payables:

March 2018 Invoice	\$ 1,109,944.16
April 2018 Invoice	2,876,070.21
May 2018 Invoice	2,701,631.21
Math Time to Talk	26,125.00
June 2018 Invoice	3,861,420.27
Total CA Payable	10,575,190.85

Accrued Pension	331,346.08
Total Pension Payable	331,346.08

Accrued Expenses:

Accrued Payroll	1,442,975.19
Accrued Expenses	18,640.48
Total Accrued Expenses	1,461,615.67

Deferred Revenue:

Prop 39 Clean Energy Funds	321,403.00
Total Deferred Revenue	321,403.00

Other Payables:

District Oversight	18,292.62
District Administration	4,995.68
STRS Reporting	15,321.57
Total Other Payables	38,609.87

Total Liabilities	12,728,165.47
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Fund Balance	855,313.11
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Total Liabilities and Fund Balance	\$ 13,583,478.58
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Alpaugh Academies
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING
GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)

Tuesday, June 19, 2018 at 3:30 p.m. PT

Held at the following locations and via teleconference:

25858 Tanforan Drive, Madera, CA 93638
814 Champagne Circle East, Calistoga, CA 94515
15721 Pyrite Court, Chino Hills, CA 91721
1630 E. Manning Avenue, Suite 244, Reedley, CA 93654

Held Concurrently with:

Capistrano Connections Academy (CapoCA) Board, 33272 Valle Road, San Juan Capistrano, CA 92675

I. Call to Order

As designated by all Board Chairs to do so, Ms. Pavlich called the meeting to order at 3:35 p.m. when all participants were present and able to hear each other. The meeting was open to the public to attend.

II. Roll Call

Board Members Present at Roll Call: Dave Souza, Tim Batiuk and Diana Rivas (in person at location posted 72 hours prior to the meeting);

Board Members Absent: Jon Salinger;

Guests Present: Richard Savage, Executive Director; Elaine Pavlich, CalCAR and CapoCA Board Member; Paul Hedrick, CalCAR Board Member; Joseph Ruiz and Brooke Watkins, CapoCA Board Members; Marcus White and Leslie Dombek, Site Administrators; Amy Hunt, Heather Tamayo and Franci Sassin, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

III. Public Comment

There were no public comments at this time.

Oral Reports

At the request of the Board, Oral Reports was moved up on the Agenda.

a. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

Dr. Savage gave the Board an overview of the recent and upcoming high school graduation ceremonies and end of year activities for staff and families, including picnics.

ii. Enrollment and Staffing Update

Dr. Savage provided the Board with an update on the current enrollment numbers for the upcoming school year, as well as those students who have completed the documentation supporting their intent to return. He further provided the Board with an update on changes to staff composition in preparation for the next school year. The Board discussed staff compensation in detail with Dr. Savage.

iii. CalCA@Central Coast School Update

Dr. Savage provided the Board with an update on the recent charter school application with Cuyuma Joint Unified School District and the expected timeline and process for district consideration for the 2019-2020 school year.

b. Site Administrator's Report

i. CalCAN

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Dombek, for CalCAN. There were no questions from the Board at this time.

ii. CenCA

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

iii. CalCAR

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Hunt, for CalCAR. There were no questions from the Board at this time.

iv. CapoCA

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Tamayo, for CapoCA. There were no questions from the Board at this time.

c. CalCA Financial Report

i. CalCAN Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

ii. CenCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

iii. CalCAR Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. Dr. Sassin briefly reviewed the budget revisions for the CalCAR Board's consideration later in the meeting. There were no questions from the Board at this time.

iv. CapoCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

d. Merged Corporation Discussion

Dr. Sassin provided the Board with an update on the merged corporation documentation and timeline for Board consideration.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted June 15, 2018 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 June 19, 2018 Annual Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

This item was reviewed earlier in the meeting.

ii. Enrollment and Staffing Update

This item was reviewed earlier in the meeting.

iii. CalCA@Central Coast School Update

This item was reviewed earlier in the meeting.

b. Site Administrator's Report

i. CalCAN

This item was reviewed earlier in the meeting.

ii. CenCA

This item was reviewed earlier in the meeting.

iii. CalCAR

This item was reviewed earlier in the meeting.

iv. CapoCA

This item was reviewed earlier in the meeting.

c. CalCA Financial Report

i. CalCAN Financial Report

This item was reviewed earlier in the meeting.

ii. CenCA Financial Report

This item was reviewed earlier in the meeting.

iii. CalCAR Financial Report

This item was reviewed earlier in the meeting.

iv. CapoCA Financial Report

This item was reviewed earlier in the meeting.

d. Merged Corporation Discussion

This item was reviewed earlier in the meeting.

VI. Consent Agenda

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 Previous Special Board Meeting;
- b. Approval of Staffing Report for CalCA;
- c. Approval of Connections Education Invoice(s);
- d. Approval of Supplemental Education Products and Services for the 2018-2019 School Year: Case Management/Livespeech Contract;
- e. Approval of Annual Charter School Information Survey;
- f. Approval of Consolidated Applications; and
Approval of Board Meeting Schedule for the 2018-2019 School Year; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Approval of Local Control Accountability Plan (LCAP) for the 2018-2019 School Year

Dr. Sassin reviewed with the Board the goals and action steps of the Local Control Accountability Plan (LCAP). Dr. Sassin detailed the LCAP timeline for collecting stakeholder feedback, compiling school goals and the state requirement process and submission format. Dr. Sassin requested Board approval of the presented LCAP with permission to amend with non-substantial corrections. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Local Control Accountability Plan (LCAP) for the 2018-2019 school year and the Director of Business Services to finalize on behalf of the Board, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Charter Amendments

Dr. Sassin reviewed the proposed charter amendments as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Charter Amendments, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of 2018-2019 School Year Budget and Fee Schedule for California Connections @ North Bay

d. Approval of 2018-2019 School Year Budget and Fee Schedule for California Connections Academy @ Central

The Board requested to consider the Budgets for both schools together. Dr. Sassin reviewed the proposed 2018-2019 school year budget outline and Budget Notes documents with the Board, also reminding them of the budget development process to date that included the school leaders, Board Treasurer and Pearson

Online and Blended Learning (POBL) staff. She further reviewed the shared expenses for all California Connections Academies and the accompanying fee schedule from California Connections Academy @ North Bay and Central California Connections Academy with the Board. Dr. Sassin advised the Board that the 2018-2019 Fee Schedule being presented summarizes the basis for all charges from POBL to the school under the Educational Products and Services Agreement (EPSA), and that the basis for all charges is drawn directly from the Budget. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Budget and Fee Schedule for the 2018-2019 school year for California Connections Academy @ North Bay, as presented, is hereby approved.

FURTHER RESOLVED, that the Budget and Fee Schedule for the 2018-2019 school year for Central California Connections Academy, as presented, is hereby approved.

The motion passed unanimously

[Dr. Sassin and Ms. Watkins left the Board meeting at 4:07 p.m.]

e. Approval of Directors

Ms. Coleman advised the Board that two (2) Board member's term was up for renewal at this meeting, David Souza and Jon Salinger. Ms. Coleman reviewed Mr. Salinger's desire to not seek term renewal. Mr. Souza confirmed that he wished to continue on the Board and discussion was held on the renewal of his term. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of David Souza to the Alpaugh Connections Academy Board of Directors, as Class 1 Director for a term of three (3) years to the 2021 Annual meeting, as discussed, is hereby approved.

The motion passed unanimously

f. Approval of Officers

Ms. Coleman reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Board governance merger is complete. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

David Souza, Board President;
Tim Batiuk, Board Treasurer; and
Diana Rivas, Board Secretary, as discussed, is hereby approved.

The motion was approved unanimously.

VIII. Information Items

a. State Relations Update

Mr. Daniels updated the Board on recent legislative activities in California which may impact the school.

b. Partner School Leadership Team (PSLT) Update

There was no update at this time.

c. Results of the Parent Satisfaction Survey

Dr. Savage reviewed the results of the Parent Satisfaction Survey, which was included in the Board materials, in detail with the Board. He noted that a third party independent vendor conducted the survey. A copy of the results of the survey was sent to the school Board's President directly from the third party vendor. The Board reviewed the Parent Satisfaction Survey in detail with Dr. Savage and suggested improvements to the survey questions.

d. Sponsoring District(s) Update

There was no update at this time.

e. Board Support Update

Ms. Coleman provided an update on Board support, advising of the final stages of organizational redesign within Pearson Online & Blended Learning (POBL), including the alignment of departments and processes to better serve the school and Board. She reminded the Board of discussion earlier in the year regarding changes of the brand name from Connections Education to POBL, and further noted that the same Board support representatives from Board Relations and PSLT are expected to remain the same for the 2018-2019 school year.

f. Special Meeting Update

Ms. Coleman advised the Board that she will be in contact via email to schedule a Special Board meeting to finalize the corporation merger documents as reviewed by Dr. Sassin earlier in the meeting.

IX. CLOSED SESSION - Brown Act § 54957(b)(1) – to consider appointment, employment, evaluation of performance, discipline of an employee; Title: Executive Director of California Connections Academies

The Board requested this item be tabled to a future Board meeting.

X. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

This item was tabled.

XI. Adjournment and Confirmation of Next Meeting - TBD

There being no further business to discuss, the meeting was adjourned at 4:33 p.m.



Alpaugh Academies
MINUTES OF THE BOARD OF DIRECTORS SPECIAL MEETING
GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)

Tuesday, June 26, 2018 at 3:30 p.m. PT

Held at the following locations and via teleconference:

25858 Tanforan Drive, Madera, CA 93638
814 Champagne Circle East, Calistoga, CA 94515
15721 Pyrite Court, Chino Hills, CA 91721
1630 E. Manning Avenue, Suite 244, Reedley, CA 93654

Held Concurrently with:

California Connections Academy @ Ripon (CalCAR) Board, 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
Capistrano Connections Academy (CapoCA) Board, 33272 Valle Road, San Juan Capistrano, CA 92675

I. Call to Order

As designated by all Board Chairs to do so, Mr. Henjum called the meeting to order at 3:34 p.m. when all participants were present and able to hear each other. The meeting was open to the public to attend.

II. Roll Call

Board Members Present at Roll Call: Dave Souza, Tim Batiuk and Diana Rivas (in person at location posted 72 hours prior to the meeting);

Guests Present: Richard Savage, Executive Director; Elaine Pavlich and Mike Henjum, CalCAR and CapoCA Board Members; Paul Hedrick and Sarah Bossenbrock, CalCAR Board Members; Joseph Ruiz, Brooke Watkins and Adam Pulsipher, CapoCA Board Members; Aiko Yamakawa, Board Counsel; Franci Sassin, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Mr. Henjum asked the Board to review the Agenda distributed prior to the meeting, and posted June 22, 2018 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 June 26, 2018 Special Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

[Mr. Pulsipher joined at 3:41 p.m.]

V. Action Items

a. Approval of Board Merger Agreement

Dr. Sassin introduced Ms. Yamakawa to review the Board merger agreement and resolutions as included in the Board meeting materials. Ms. Yamakawa reviewed the documents for Board consideration and process completed to date.

[Ms. Watkins joined at 3:56 p.m.]

Ms. Yamakawa further advised that Friends of California Virtual Education (CalCAR) and Capistrano Connections Academy (CapoCA) non-profit benefit corporations will merge into Alpaugh Academies non-profit benefit corporation if the agreements are approved by the Boards. Dr. Sassin advised that the corporation name will be corrected to California Online Public Schools (CalOPS) as previously approved by the Boards. There being no further discussion, a motion was made and seconded as follows:

[Mr. Daniels left at 4:00 p.m.]

RESOLVED, that the Board Merger Agreement with the amended corporation name of California Online Public Schools, as discussed, is hereby approved.

The motion passed unanimously.

b. Approval of Directors and Staggered Terms for California Online Public Schools

Ms. Coleman advised the Board that all Board member terms were up for appointment to the newly merged corporation and recommended staggering Board member terms at this meeting. Board members had discussion on the Board Bylaws allowing for staggered terms, as well as each Board member's preference for term length. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointments of David Souza, Veronica Schreiber and Brooke Watkins to the California Online Public Schools Board of Directors as a Class 1 Director for a term of one year to the 2019 Annual Meeting, is hereby approved.

FURTHER RESOLVED, that the appointments of Tim Batiuk, Paul Hedrick, Sarah Bossenbroek and Adam Pulsipher to the California Online Public Schools Board of Directors as Class 2 Directors for a term of two years to the 2020 Annual Meeting, are hereby approved.

FURTHER RESOLVED, that the appointments of Elaine Pavlich, Michael Henjum and Diana Rivas to the California Online Public Schools Board of Directors as Class 3 Directors for a term of three years to the 2021 Annual Meeting, are hereby approved.

The motion passed unanimously.

c. Approval of Officers for California Online Public Schools

Ms. Coleman reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2019. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

Elaine Pavlich, Board President;
Michael Henjum, Board Vice President;
David Souza, Board Treasurer; and
Tim Batiuk, Board Secretary, as discussed, is hereby approved.

The motion was approved unanimously.

[Ms. Yamakawa left at 4:32 p.m.]

VI. CLOSED SESSION - Brown Act § 54957(b)(1) – 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 4:37 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)(1) 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: Dave Souza, Tim Batiuk and Diana Rivas. The Board invited the following guests into closed session: Elaine Pavlich and Mike Henjum, CalCAR and CapoCA Board Members; Paul Hedrick and Sarah Bossenbrock, CalCAR Board Members; Joseph Ruiz, Brooke Watkins and Adam Pulsipher, CapoCA Board Members; Brian Rosta and Laura Coleman, POBL staff. All others left the meeting at this time.

[Mr. Hedrick left at 4:59 p.m.]

After the Board concluded their discussion, the Board resumed their 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.

VII. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

Mr. Henjum reviewed the recommended compensation for the 2018-2019 school year as discussed during closed session, as well as the salary and benefit comparisons of similar School Leaders in the surrounding area. The Board expressed their support of the recommended compensation and tabled consideration to the next regular Board meeting.

VIII. Adjournment and Confirmation of Next Meeting on Tuesday, August 28, 2018 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:05 p.m. The next meeting is scheduled for Tuesday, August 28, 2018 at 3:30 p.m. PT.



Friends of California Virtual Education (CalCAR)
MINUTES OF THE BOARD OF DIRECTORS SPECIAL ANNUAL MEETING

Tuesday, June 26, 2018 at 3:30 p.m. PT

Principal Location:

California Connections Academy @ Ripon
580 N. Wilma Avenue, Suite G
Ripon, CA 95366

Telephone Conference Call location:

32946 Calle San Marcos, San Juan Capistrano, CA 92675
8422 Madison Avenue, Fair Oaks, CA 95628
23091 Arden Street, Lake Forest, CA 92630
2277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
5778 Sherwood Forest Drive, El Sobrante, CA 94803

Held Concurrently with:

Alpaugh Academies Governing Board for California Connections Academy @ North Bay (CalCAN), Central California Connections Academy (CenCA) and California Connections Academy @ Central Coast (CalCA@Central Coast)
Capistrano Connections Academy (CapoCA) Board, 33272 Valle Road, San Juan Capistrano, CA 92675

I. Call to Order

Mr. Henjum called the meeting to order at 3:34 p.m. when all participants were present and able to hear each other. The meeting was open to the public to attend.

II. Roll Call

Board Members Present: Mike Henjum, Elaine Pavlich, Paul Hedrick and Sarah Bossenbrock (via telephone at a location posted 72 hours prior to the meeting);

Board Members Absent: Veronica Schreiver;

Guests Present: Richard Savage, Executive Director; Dave Souza, Tim Batiuk and Diana Rivas, Alpaugh Board Members; Joseph Ruiz, Brooke Watkins and Adam Pulsipher, CapoCA Board Members; Aiko Yamakawa, Board Counsel; Franci Sassin, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Mr. Henjum asked the Board to review the Agenda distributed prior to the meeting, and posted June 22, 2018 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 June 26, 2018 Special Annual Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Consent Agenda

Mr. Henjum 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 Previous Board Meeting;
- b. Approval of Staffing Report for CalCA;
- c. Approval of Connections Education Invoice(s);
- d. Approval of Supplemental Education Products and Services for the 2018-2019 School Year: Case Management/Livespeech Contract;
- e. Approval of Annual Charter School Information Survey;
- f. Approval of Consolidated Application; and
- g. Approval of Board Meeting Schedule for the 2018-2019 School Year; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Local Control Accountability Plan (LCAP) for the 2018-2019 School Year

Dr. Sassin reviewed with the Board the goals and action steps of the Local Control Accountability Plan (LCAP). Dr. Sassin detailed the LCAP timeline for collecting stakeholder feedback, compiling school goals and the state requirement process and submission format. Dr. Sassin requested Board approval of the presented LCAP with permission to amend with non-substantial corrections. There being no further discussion, a motion was made and seconded as follows:

[Mr. Pulsipher joined at 3:41 p.m.]

RESOLVED, that the Local Control Accountability Plan (LCAP) for the 2018-2019 school year and the Director of Business Services to finalize on behalf of the Board, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Charter Amendment

Dr. Sassin reviewed the proposed charter amendments as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Charter Amendment, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of 2018-2019 School Year Budget and Fee Schedule for California Connections @ Ripon

Dr. Sassin reviewed the proposed 2018-2019 school year budget outline and Budget Notes documents with the Board, also reminding them of the budget development process to date that included the school leaders, Board Treasurer and POBL staff. She further reviewed the shared expenses for all California Connections Academies and the accompanying fee schedule from California Connections Academy @ Ripon with the Board. Dr. Sassin advised the Board that the 2018-2019 Fee Schedule being presented summarizes the basis for all charges from POBL to the school under the Educational Products and Services Agreement (EPSA), and that the basis for all charges is drawn directly from the Budget. Board members discussed the budget, included related staffing, outreach and other specific expenses for the school, as well as the fee schedule and all services provided by POBL under the schedule. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Budget and Fee Schedule for the 2018-2019 school year for California Connections Academy @ Ripon, as presented, is hereby approved.

The motion passed unanimously

d. Approval of Board Merger Agreement

Dr. Sassin introduced Ms. Yamakawa to review the Board merger agreement and resolutions as included in the Board meeting materials. Ms. Yamakawa reviewed the documents for Board consideration and process completed to date.

[Ms. Watkins joined at 3:56 p.m.]

Ms. Yamakawa further advised that Friends of California Virtual Education (CalCAR) and Capistrano Connections Academy (CapoCA) non-profit benefit corporations will merge into Alpaugh Academies non-profit benefit corporation if the agreements are approved by the Boards. Dr. Sassin advised that the corporation name will be corrected to California Online Public Schools (CalOPS) as previously approved by the Boards. There being no further discussion, a motion was made and seconded as follows:

[Mr. Daniels left at 4:00 p.m.]

RESOLVED, that the Board Merger Agreement with the amended corporation name of California Online Public Schools, as discussed, is hereby approved.

The motion passed unanimously.

e. Approval of Directors and Staggered Terms for California Online Public Schools

Ms. Coleman advised the Board that all Board member terms were up for appointment to the newly merged corporation and recommended staggering Board member terms at this meeting. Board members had discussion on the Board Bylaws allowing for staggered terms, as well as each Board member's preference for term length. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointments of David Souza, Veronica Schreiver and Brooke Watkins to the California Online Public Schools Board of Directors as a Class 1 Director for a term of one year to the 2019 Annual Meeting, is hereby approved.

FURTHER RESOLVED, that the appointments of Tim Batiuk, Paul Hedrick, Sarah Bossenbroek and Adam Pulsipher to the California Online Public Schools Board of Directors as Class 2 Directors for a term of two years to the 2020 Annual Meeting, are hereby approved.

FURTHER RESOLVED, that the appointments of Elaine Pavlich, Michael Henjum and Diana Rivas to the California Online Public Schools Board of Directors as Class 3 Directors for a term of three years to the 2021 Annual Meeting, are hereby approved.

The motion passed unanimously.

f. Approval of Officers for California Online Public Schools

Ms. Coleman reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2019. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

Elaine Pavlich, Board President;
Michael Henjum, Board Vice President;
David Souza, Board Treasurer; and
Tim Batiuk, Board Secretary, as discussed, is hereby approved.

The motion was approved unanimously.

[Ms. Yamakawa left at 4:32 p.m.]

VII. CLOSED SESSION - Brown Act § 54957(b)(1) – 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 4:37 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)(1) 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: Mike Henjum, Elaine Pavlich, Paul Hedrick and Sarah Bossenbrock. The Board invited the following guests into closed session: Dave Souza, Tim Batiuk and Diana Rivas, Alpaugh Board Members; Joseph Ruiz, Brooke Watkins and Adam Pulsipher, CapoCA Board Members; Brian Rosta and Laura Coleman, POBL staff. All others left the meeting at this time.

[Mr. Hedrick left at 4:59 p.m.]

After the Board concluded their discussion, the Board resumed their 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.

VIII. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

Mr. Henjum reviewed the recommended compensation for the 2018-2019 school year as discussed during closed session, as well as the salary and benefit comparisons of similar School Leaders in the surrounding area. The Board expressed their support of the recommended compensation and tabled consideration to the next regular Board meeting.

IX. Oral Reports

Mr. Henjum asked the Board whether they had any questions or comments on the written reports included in the Board meeting materials. There were no questions from the Board at this time.

a. Executive Director's Report

- i. Graduation Plans and End of Year Activities Update
- ii. Enrollment and Staffing Update
- iii. CalCA@Central Coast School Update

b. Site Administrator's Report

- i. CalCAN
- ii. CenCA
- iii. CalCAR
- iv. CapoCA

c. CalCA Financial Report

- i. CalCAN Financial Report
- ii. CenCA Financial Report
- iii. CalCAR Financial Report
- iv. CapoCA Financial Report

X. Information Items

Mr. Henjum asked the Board whether they had any questions or comments on the written reports included in the Board meeting materials. There were no questions from the Board at this time.

a. State Relations Update

- b. Partner School Leadership Team (PSLT) Update
- c. Results of the Parent Satisfaction Survey
- d. Sponsoring District(s) Update
- e. Board Support Update

XI. Adjournment and Confirmation of Next Meeting on Tuesday, August 28, 2018 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:05 p.m. The next meeting is scheduled for Tuesday, August 28, 2018 at 3:30 p.m. PT.



**Capistrano Connections Academy Charter School (CapoCA)
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING**

Tuesday, June 19, 2018 at 3:30 p.m. PT

Principal Location:

Capistrano Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Telephone Conference Call locations:

23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
24682 Del Prado., Suite 200, Newport Beach, CA 92660
8803 Cardinal Avenue, Fountain Valley, CA 92615
44304 Copper Moon Lane, Lancaster, CA 93536

Held Concurrently with:

Alpaugh Academies Governing Board for California Connections Academy @ North Bay (CalCAN), Central California Connections Academy (CenCA) and California Connections Academy @ Central Coast (CalCA@Central Coast)

I. Call to Order

Ms. Pavlich called the meeting to order at 3:35 p.m. when all participants were present and able to hear each other. The meeting was open to the public to attend.

II. Roll Call

Board Members Present: Elaine Pavlich (in person); Joseph Ruiz and Brooke Watkins (via telephone at a location posted 72 hours prior to the meeting);

Board Members Absent: Mike Henjum and Adam Pulsipher;

Guests Present: Richard Savage, Executive Director; Dave Souza, Tim Batiuk and Diana Rivas, Alpaugh Board Members; Paul Hedrick, CalCAR Board Member; Heather Tamayo, Site Administrator; Leslie Dombek, Marcus White, Amy Hunt and Franci Sassin, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

III. Public Comment

There were no public comments at this time.

Oral Reports

At the request of the Board, Oral Reports was moved up on the Agenda.

a. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

Dr. Savage gave the Board an overview of the recent and upcoming high school graduation ceremonies and end of year activities for staff and families, including picnics.

ii. Enrollment and Staffing Update

Dr. Savage provided the Board with an update on the current enrollment numbers for the upcoming school year, as well as those students who have completed the documentation supporting their intent to return. He further provided the Board with an update on changes to staff composition in preparation for the next school year. The Board discussed staff compensation in detail with Dr. Savage.

iii. CalCA@Central Coast School Update

Dr. Savage provided the Board with an update on the recent charter school application with Cuyuma Joint Unified School District and the expected timeline and process for district consideration for the 2019-2020 school year.

b. Site Administrator's Report

i. CalCAN

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Dombek, for CalCAN. There were no questions from the Board at this time.

ii. CenCA

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

iii. CalCAR

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Hunt, for CalCAR. There were no questions from the Board at this time.

iv. CapoCA

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Tamayo, for CapoCA. There were no questions from the Board at this time.

c. CalCA Financial Report

i. CalCAN Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

ii. CenCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

iii. CalCAR Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. Dr. Sassin briefly reviewed the budget revisions for the CalCAR Board's consideration later in the meeting. There were no questions from the Board at this time.

iv. CapoCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

d. Merged Corporation Discussion

Dr. Sassin provided the Board with an update on the merged corporation documentation and timeline for Board consideration.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted June 15, 2018 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 June 19, 2018 Annual Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

d. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

This item was reviewed earlier in the meeting.

ii. Enrollment and Staffing Update

This item was reviewed earlier in the meeting.

iii. CalCA@Central Coast School Update

This item was reviewed earlier in the meeting.

e. Site Administrator's Report

i. CalCAN

This item was reviewed earlier in the meeting.

ii. CenCA

This item was reviewed earlier in the meeting.

iii. CalCAR

This item was reviewed earlier in the meeting.

iv. CapoCA

This item was reviewed earlier in the meeting.

f. CalCA Financial Report

i. CalCAN Financial Report

This item was reviewed earlier in the meeting.

ii. CenCA Financial Report

This item was reviewed earlier in the meeting.

iii. CalCAR Financial Report

This item was reviewed earlier in the meeting.

iv. CapoCA Financial Report

This item was reviewed earlier in the meeting.

d. Merged Corporation Discussion

This item was reviewed earlier in the meeting.

VI. Consent Agenda

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 Previous Board Meeting;
- b. Approval of Staffing Report for CalCA;
- c. Approval of Connections Education Invoice(s);
- d. Approval of Supplemental Education Products and Services for the 2018-2019 School Year: Case Management/Livespeech Contract;
- e. Approval of Annual Charter School Information Survey;
- f. Approval of Consolidated Application; and
- g. Approval of Board Meeting Schedule for the 2018-2019 School Year; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Approval of Local Control Accountability Plan (LCAP) for the 2018-2019 School Year

Dr. Sassin reviewed with the Board the goals and action steps of the Local Control Accountability Plan (LCAP). Dr. Sassin detailed the LCAP timeline for collecting stakeholder feedback, compiling school goals and the state requirement process and submission format. Dr. Sassin requested Board approval of the presented LCAP with permission to amend with non-substantial corrections. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Local Control Accountability Plan (LCAP) for the 2018-2019 school year and the Director of Business Services to finalize on behalf of the Board, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Charter Amendments

Dr. Sassin reviewed the proposed charter amendments as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Charter Amendments, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of 2018-2019 School Year Budget and Fee Schedule for Capistrano Connections Academy

Dr. Sassin reviewed the proposed 2018-2019 school year budget outline and Budget Notes documents with the Board, also reminding them of the budget development process to date that included the school leaders, Board Treasurer and POBL staff. She further reviewed the shared expenses for all California Connections Academies and the accompanying fee schedule from Capistrano Connections Academy with the Board. Dr. Sassin advised the Board that the 2018-2019 Fee Schedule being presented summarizes the basis for all charges from POBL to the school under the Educational Products and Services Agreement (EPSA), and that the basis for all charges is drawn directly from the Budget. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Budget and Fee Schedule for the 2018-2019 school year for Capistrano Connections Academy, as presented, is hereby approved.

The motion passed unanimously

[Dr. Sassin and Ms. Watkins left the Board meeting at 4:07 p.m.]

d. Approval of Directors

Without quorum of the Board, this item was tabled.

e. Approval of Officers

This item was tabled.

VIII. Information Items

a. State Relations Update

Mr. Daniels updated the Board on recent legislative activities in California which may impact the school.

b. Partner School Leadership Team (PSLT) Update

There was no update at this time.

c. Results of the Parent Satisfaction Survey

Dr. Savage reviewed the results of the Parent Satisfaction Survey, which was included in the Board materials, in detail with the Board. He noted that a third party independent vendor conducted the survey. A copy of the results of the survey was sent to the school Board's President directly from the third party vendor. The Board reviewed the Parent Satisfaction Survey in detail with Dr. Savage and suggested improvements to the survey questions.

d. Sponsoring District(s) Update

There was no update at this time.

e. Board Support Update

Ms. Coleman provided an update on Board support, advising of the final stages of organizational redesign within Pearson Online & Blended Learning (POBL), including the alignment of departments and processes to better serve the school and Board. She reminded the Board of discussion earlier in the year regarding changes of the brand name from Connections Education to POBL, and further noted that the same Board support representatives from Board Relations and PSLT are expected to remain the same for the 2018-2019 school year.

f. Special Meeting Update

Ms. Coleman advised the Board that she will be in contact via email to schedule a Special Board meeting to finalize the corporation merger documents as reviewed by Dr. Sassin earlier in the meeting, as well as the Action items tabled earlier in the meeting.

IX. CLOSED SESSION - Brown Act § 54957(b)(1) – to consider appointment, employment, evaluation of performance, discipline of an employee; Title: Executive Director of California Connections Academies

The Board requested this item be tabled to a future Board meeting.

X. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

This item was tabled.

XI. Adjournment and Confirmation of Next Meeting - TBD

There being no further business to discuss, the meeting was adjourned at 4:33 p.m.



Capistrano Connections Academy Charter School (CapoCA)
MINUTES OF THE BOARD OF DIRECTORS SPECIAL ANNUAL MEETING

Tuesday, June 26, 2018 at 3:30 p.m. PT

Principal Location:

Capistrano Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Telephone Conference Call locations:

23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
24682 Del Prado., Suite 200, Newport Beach, CA 92660
8803 Cardinal Avenue, Fountain Valley, CA 92615
44304 Copper Moon Lane, Lancaster, CA 93536

Held Concurrently with:

Alpaugh Academies Governing Board for California Connections Academy @ North Bay (CalCAN), Central California Connections Academy (CenCA) and California Connections Academy @ Central Coast (CalCA@Central Coast)
California Connections Academy @ Ripon (CalCAR) Board, 580 N. Wilma Avenue, Suite G, Ripon, CA 95366

I. Call to Order

As designated by all Board Chairs to do so, Mr. Henjum called the meeting to order at 3:34 p.m. when all participants were present and able to hear each other. The meeting was open to the public to attend.

II. Roll Call

Board Members Present: Elaine Pavlich, Mike Henjum and Joseph Ruiz (via telephone at a location posted 72 hours prior to the meeting);

Board Members Joined During Meeting: Adam Pulsipher and Brooke Watkins (via telephone at a location posted 72 hours prior to the meeting);

Guests Present: Richard Savage, Executive Director; Dave Souza, Tim Batiuk and Diana Rivas, Alpaugh Board Members; Paul Hedrick and Sarah Bossenbrock, CalCAR Board Members; Aiko Yamakawa, Board Counsel; Franci Sassin, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Mr. Henjum asked the Board to review the Agenda distributed prior to the meeting, and posted June 22, 2018 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 June 26, 2018 Special Annual Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

[Mr. Pulsipher joined at 3:41 p.m.]

V. Action Items

a. Approval of Board Merger Agreement

Dr. Sassin introduced Ms. Yamakawa to review the Board merger agreement and resolutions as included in the Board meeting materials. Ms. Yamakawa reviewed the documents for Board consideration and process completed to date.

[Ms. Watkins joined at 3:56 p.m.]

Ms. Yamakawa further advised that Friends of California Virtual Education (CalCAR) and Capistrano Connections Academy (CapoCA) non-profit benefit corporations will merge into Alpaugh Academies non-profit benefit corporation if the agreements are approved by the Boards. Dr. Sassin advised that the corporation name will be corrected to California Online Public Schools (CalOPS) as previously approved by the Boards. There being no further discussion, a motion was made and seconded as follows:

[Mr. Daniels left at 4:00 p.m.]

RESOLVED, that the Board Merger Agreement with the amended corporation name of California Online Public Schools, as discussed, is hereby approved.

The motion passed unanimously.

b. Approval of Directors and Staggered Terms for California Online Public Schools

Ms. Coleman advised the Board that all Board member terms were up for appointment to the newly merged corporation and recommended staggering Board member terms at this meeting. Board members had discussion on the Board Bylaws allowing for staggered terms, as well as each Board member's preference for term length. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointments of David Souza, Veronica Schreiber and Brooke Watkins to the California Online Public Schools Board of Directors as a Class 1 Director for a term of one year to the 2019 Annual Meeting, is hereby approved.

FURTHER RESOLVED, that the appointments of Tim Batiuk, Paul Hedrick, Sarah Bossenbroek and Adam Pulsipher to the California Online Public Schools Board of Directors as Class 2 Directors for a term of two years to the 2020 Annual Meeting, are hereby approved.

FURTHER RESOLVED, that the appointments of Elaine Pavlich, Michael Henjum and Diana Rivas to the California Online Public Schools Board of Directors as Class 3 Directors for a term of three years to the 2021 Annual Meeting, are hereby approved.

The motion passed unanimously.

c. Approval of Officers for California Online Public Schools

Ms. Coleman reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2019. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

Elaine Pavlich, Board President;
Michael Henjum, Board Vice President;
David Souza, Board Treasurer; and
Tim Batiuk, Board Secretary, as discussed, is hereby approved.

The motion was approved unanimously.

[Ms. Yamakawa left at 4:32 p.m.]

VI. CLOSED SESSION - Brown Act § 54957(b)(1) – 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 4:37 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)(1) 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, Mike Henjum, Joseph Ruiz, Adam Pulsipher and Brooke Watkins. The Board invited the following guests into closed session: Dave Souza, Tim Batiuk and Diana Rivas, Alpaugh Board Members; Paul Hedrick and Sarah Bossenbrock, CalCAR Board Members; Brian Rosta and Laura Coleman, POBL staff. All others left the meeting at this time.

[Mr. Hedrick left at 4:59 p.m.]

After the Board concluded their discussion, the Board resumed their 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.

VII. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

Mr. Henjum reviewed the recommended compensation for the 2018-2019 school year as discussed during closed session, as well as the salary and benefit comparisons of similar School Leaders in the surrounding area. The Board expressed their support of the recommended compensation and tabled consideration to the next regular Board meeting.

VIII. Adjournment and Confirmation of Next Meeting on Tuesday, August 28, 2018 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:05 p.m. The next meeting is scheduled for Tuesday, August 28, 2018 at 3:30 p.m. PT.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Baker, Leslie	Teacher- Secondary	\$45,500.00	0.04	8/15/18
Barto, Heidi	Teacher- Secondary	\$56,000.00	0.04	8/15/18
Bates, Alicia	Teacher- Secondary	\$45,000.00	0.04	8/15/18
Butterfield, Stephanie	Teacher- Secondary	\$50,000.00	0.04	8/15/18
Cable, Kristen	Teacher- Elementary	\$43,000.00	0.04	8/15/18
Callman, Stacy	Teacher- Secondary	\$55,000.00	0.05	6/11/18
Dunker, William	Teacher- Secondary	\$51,500.00	0.04	8/15/18
Emig, Rebecca	Teacher- Secondary	\$56,000.00	0.04	8/15/18
Entezari, Sarah	Teacher- Secondary	\$48,000.00	0.04	8/15/18
Korsich, Laura	Teacher- Secondary	\$47,000.00	0.04	8/15/18
Lopez-Fuentes	Teacher- Secondary	\$50,500.00	0.04	8/15/18
Lopez, Juneill	School Administrative Assistant I	\$15.00	0.04	8/15/18
Manuel, Michael	Teacher- Secondary	\$42,500.00	0.04	8/15/18
Philbrick, Erika	Teacher- Secondary	\$45,500.00	0.04	8/15/18
Robbins, Jennifer	Teacher- Elementary	\$44,000.00	0.04	8/15/18
Sisco, Tracy	Teacher- Elementary	\$50,500.00	0.05	8/15/18
Stilson, Karley	Teacher- Special Ed	\$55,000.00	0.04	8/15/18
			0.04	8/15/18

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
Auchterlonie, Shawn	Teacher - Secondary	6/21/18	Personal Reason
Cafaro, Giancarlo	Teacher - Secondary	6/21/18	Personal Reason
Clark, Emily	Teacher - Elementary	6/21/18	Personal Reason
Fisher, Daniel D.	Teacher - Secondary	6/21/18	Personal Reason
Fowler, Stephanie L.	School Counselor	8/1/18	Personal Reason
Gilbuena, Brenda L.	School Counselor	7/31/18	Personal Reason
Grigsby, Fran	School Admin Asst I	12/22/17	Personal Reason
Henderson, Jeremy L.	Teacher - Special Edu	6/7/18	Personal Reason
McCoy, Scott D.	Teacher - Secondary	6/21/18	Personal Reason
Murphy, Madeline	504 Coordinator	6/21/18	Personal Reason
Ramberg, Susan E.	Teacher - Advisory	5/8/18	Personal Reason
Weller, Jenny A.	Teacher - Secondary	7/23/18	Personal Reason

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
Cunningham,	Teacher - Elementary	Asst Principal I	\$78,000.00	0.10	7/1/18

Lauren					
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OBJECTIVE

Credentialed teacher seeking high school English teaching position.

EXPERIENCE

Substitute Teacher, Calistoga High School; Calistoga, CA — 2007-2018

Substitute teach in all subject areas including continuation school.

Credit Recovery Teacher, Calistoga High School; Calistoga, CA — 2017-2018

Assisted seniors in recovering government credits needed for high school graduation through Cyber High.

Independent Study Teacher, CJUSD; Calistoga, CA — 2017-2018

Assisted student complete senior year through Cyber High and earn his diploma. Used other methods besides Cyber High such as photography, rap lyrics, college exploration, Kahn Academy and PE to provide flexibility and creativity in ensuring graduation.

Resource Teacher, Calistoga High School; Calistoga, CA — 2005-2007

Provided academic support to mild/moderate Special Education students, Wrote IEPs and worked closely with school administrators as well as main stream teachers, Taught self-contained English and history, Taught Humanities Support class.

EDUCATION

University of California Santa Barbara BA 1984

University of Massachusetts Amherst M.ED Credential in Secondary English 1992

SKILLS

Knowledge of online learning, Strength in teaching one on one, Strength in building relationships with high school students, Strength in working with administration and counselors, Strength in creatively resolving academic and personal conflicts.

Actively seeking a position in the field of

EDUCATION

with a quality institute in need of a hard working, innovative, and energetic professional with pristine project management skills, exceptional written and verbal communication, and especially adept in the ability to engage diverse groups and audiences including English learners and those with special needs. I am proficient in planning and presenting ideas in a manner that is tailored for a particular group or demographic. I have a profound ability to establish and maintain mutually beneficial, professional relationships. I am consistently poised under pressure with a honed ability to effectively multitask a vast array of projects and duties with little to no supervision.

TEACHING EXPERIENCE

3rd, 4th and 5th grade Instructor: San Diego Unified | San Diego, CA | 2014 – Present

SAT & ACT Tutor: Study Point | San Diego, CA | 2014 - 2016

Science Enrichment Instructor: Mad Science | San Diego, CA | 2014 - 2015

Private Tutor: San Diego, CA & Thousand Oaks, CA | 2007 - 2014

4th and 5th grade Instructor: Mueller Charter School | Chula Vista, CA | 2010 – 2012

6th, 7th and 8th grade Science Instructor; Physical Education Specialist, K-5: Conejo Valley Unified School District | Thousand Oaks, CA | 2007 – 2010

Home Teacher: Conejo Valley Unified | Thousand Oaks, CA | 2008 – 2009

Summer School Leader, K-5: Conejo Schools Foundation | Thousand Oaks, CA | 2007

Substitute Teacher, K-12: Conejo Valley Unified, Las Virgenes Unified | Thousand Oaks, CA | 2006

OTHER EXPERIENCE

Corporate Trainer, Senior Team Leader: Z57, Inc. | San Diego, CA, | 2012 – 2014

EDUCATION

M.A. Degree: Educational Leadership

CALIFORNIA LUTHERAN UNIVERSITY | GPA: 4.0 | Thousand Oaks, CA | 2008

B. S. Degree: Liberal Arts | Concentration in Life Science

CALIFORNIA POLYTECHNIC UNIVERSITY | GPA: 3.6: Cum Laude | San Luis Obispo, CA | 2006

Multiple Subject Teaching Credential | ELA and CLAD certified, Level I Technology Certified

CALIFORNIA POLYTECHNIC UNIVERSITY | San Luis Obispo, CA | June 2006

Single Subject Teaching Credential: Biological Science | ELA certified | June 2009

GATE Certification | SDUSD | August 2017

Study Abroad Program: Alicante, Spain | Summer 2005

Credentials

Single Subject—English

CTE—Arts, Media, and Entertainment CTE—

Business and Finance

Education

2014-2016 – TCIP Induction Program (formerly BTSA) – Tri-County Induction Program – Yuba City, CA

2013-2014 – MASCOT Single Subject Credentialing Program – California State University, Chico – Chico, CA

2011-2013 – BA English – California State University, Chico – Chico, CA

2009-2011 – AA English and AA Arts and Humanities – Yuba Community College – Marysville, CA

Achievements

Sigma Tau Delta – International English Honor Society

Phi Kappa Phi – International Multi-Discipline Honor Society

Golden Key International Honour Society – International Multi-Discipline Honor Society

Occupational History

Tri-County Induction Program Mentor – Williams Jr./Sr. High School, Williams, CA – August 2017 to Current

- Provide intensive, individualized support and assistance to assigned candidates through confidential, collaborative, and meaningful relationship in the manner of an exemplary role model
- Facilitate meaningful, new teacher growth using the reflective coaching guidelines for formative assessment curriculum
- Observe the assigned candidate to provide evidence of practice
- Support timely progress of each assigned candidate's induction program and certify completion for each phase of the induction process

Department Head of Electives – Williams Jr./Sr. High School, Williams, CA –August 2016 to Current

- Leading cohorts in selecting power standards and organizing supporting standards
- Supporting cohorts with planning, coordinating curriculum development, program development
- Assume the educational leadership and supervision for the assigned department to ensure that students are supervised in a safe learning environment

Teacher – Williams Jr./Sr. High School, Williams, CA – August 2014 to Current

- Multiple Subjects: English; Photography; Yearbook; Careers; Digital Journalism; Video Composition
- Scaffolding for ESL students and those with IEPs
- Differentiated and modified instruction
- Team teaching and cooperative learning with cohorts
- Interactive student exercises
- Utilizing technology

Student Teaching – English – Chico High School, Chico, CA – August 2013 to June 2014

- Designed lessons for English 9 using a multitude of instructional techniques to enhance learning, maintain interest, and to encourage interactive learning
- Utilized technology to augment instruction
- Supported mastery of key English concepts through conceptual understanding aligned with Common Core curriculum standards

Instructional Student Assistant – California State University, Chico – Chico, CA – Summer 2012

- Facilitated Writing Workshop (English 30) courses by providing writing assistance and direction to students who were concurrently enrolled in the Academic Writing (English 130) course

Teaching Associate – California State University, Chico – Chico, CA – January 2012 – May 2013

- Taught an online writing course for Chico State's Early Start Program.

Writing Tutor – Yuba Community College – Marysville, CA - August 2010 – May 2013

- Assisted students in a group setting or on an individual basis with essay writing, which included: grammar, organization, citing sources, and other skills as needed per each students' individual needs.

Automotive Collision Arbitration Specialist – Independent Contractor –Plumas Lake, CA–May 2003 to Oct. 2009

- Reviewed evidence from auto collisions
- Wrote reports to assist the client in obtaining a favorable decision from the arbitration panel
- Writing rebuttals as needed

Optometric Surgical Technician – Meister Eye and Laser – Citrus Heights, CA – January 2001 to February 2002

- Assisted surgeons in the operating room with eye surgeries
- Discussed pre-operative and post-operative directions with patients
- Scheduled appointments and answered phones

Surgical Technician – Aris Laser Vision – Citrus Heights, CA – January 2001 to April 2001

- Assisted surgeons in the operating room with eye surgeries
- Discussed pre-operative and post-operative directions with patients
- Performed visual testing to determine surgical candidacy of patients for laser surgery
- Scheduled appointments and answered phones

Paraoptometric Technician – Eyecenter Optometrics – Citrus Heights, CA – Aug. 1993 to Nov. 1998
and May 2000 to January 2001

- Accounts Receivable
- Insurance and Patient Billing
- Collections
- Visual pretesting of patients
- Maintained records and prepared graphs of patient and insurance outstanding accounts
- Assisted patients with contact lens instruction
- Assisted patients with frame selection and frame adjustments

OBJECTIVE: To have the opportunity to educate and instill passion for science at the intermediate or high school level.

EDUCATION: FRESNO PACIFIC UNIVERSITY, Fresno, Ca
Single Subject Credential: Biology
Graduated August 2010, GPA: 3.5

PHILADELPHIA UNIVERSITY, Philadelphia, PA
Bachelor of Science, Biology
Graduation: May 2009
4 Year Women's Soccer Player

CSET: Passed November 2009

CBEST: Passed: June 2009

Professional Experience:

Sanger High School	Sanger, Ca	2011-Present
Honors Biology	Biology, and Conceptual Physics Teacher, 9 th & 10 th grade	
	<ul style="list-style-type: none">· Designed and implemented original lesson plans aligned to NGSS and Common Core Standards· Organized professional development and presented NGSS strategies to science teachers across the district· Trained in science note-taking, common core, and Explicit Direct Instruction.· Lead the biology professional learning community (PLC) from 2012-2016.· Master teacher for 2 student teachers from Fresno State University.· Coached 5 years of Girls Soccer and 3 years of Girls Lacrosse· Started the Girls Lacrosse Program· Summer School teacher- Summer 2014	
Lehigh Valley Academy	Bethlehem, PA	2014-2015 School Year
Design Technology	Teacher, grades 9 th – 12 th	
	<ul style="list-style-type: none">· Implemented the International Baccalaureate Diploma and Middle Years Programs for design technology.· Instructed project based classes with a focus on analysis, design development, synthesis and evaluation.· Restructured the course to utilize technology consistently· Advised the Technology Student Association· Coached 7th and 8th grade Girls Soccer	

Other Science Experiences:

- Taught 9 grade Biology and Biology Success to English Language Learners
- National Campus Energy Challenge- Conshohocken, PA- Placed 3rd nationally
- Conducted an Energy Audit of Miquon Elementary School
- Focus the Nation- National Global Warming Teach-In- Conshohocken, PA
- Study Abroad- Oceanography Research- Akumal, Mexico
- Teva Pharmaceuticals USA, Sellersville Internship, Pharmaceutical R&D
- The Schuykill Center for Environmental Education, Philadelphia, PA- Volunteer
- Hold a Lunar and Meteorite Certification

KRISTIN CABLE

ACCOMPLISHMENTS

- Co-Chair of Parent Teacher Organization at Sutherland Elementary School
- Member of Positive Behavior Support and Interventions group at Sutherland Elementary
- Teacher of Homework Hour for the YMCA After School Bridge Program
- Implemented and Instructed the System 44 Reading Program
- Taught Small group ELD lessons to English Learners

PROFESSIONAL SUMMARY

Certified multiple subject educator with English Language Development authorization. Interested in obtaining a teaching position in a student centered environment that supports high expectations as well as standard based instruction. Capable of planning and implementing lessons that encourage creativity and promote higher order thinking. Experienced in technology and differentiated instruction. Able to teach, motivate, and direct students while maintaining high interest, achievement and standards.

SKILLS

- Sets high expectations
- Cares about students as individuals
- strong classroom management
- organized, with clear objectives
- engages students
- collaborative
- Experienced with instructional technology (including SMARTboard, Promethean Panel, Chromebooks, Google Docs)
- Has experience working with Special education Students and Specialists

WORK HISTORY

***SUTHERLAND ELEMENTARY SCHOOL, LODI UNIFIED SCHOOL DISTRICT**

2nd Grade Teacher, 3rd Grade Teacher | CA | August 2014 - current

***CALAVERAS UNIFIED SCHOOL DISTRICT**

Substitute Teacher | CA | August 2013 - June 2014

***LODI UNIFIED SCHOOL DISTRICT**

Substitute Teacher | CA | January 2014 - June 2014

EDUCATION

***MULTIPLE SUBJECT TEACHING CREDENTIAL WITH ENGLISH LEARNER AUTHORIZATION**

Sonoma State University

Rohnert Park, California | May 2012

***BACHELOR OF ARTS, PERFORMING ARTS**

Sonoma State University

Rohnert Park, California | May 2010

REFERENCES

Debra Cannon

*Third Grade Teacher
Sutherland Elementary School
dcannon@lodiUSD.net*

Gladice Alavizos

*RSP Teacher
Sutherland Elementary School*

galavizos@lodiUSD.net

Harold Brown

*Principle
Sutherland Elementary School
hbrown@lodiUSD.net*



STACY

CATANZARITE

Objective

- ❖ To obtain the School Support Communications Manager position with Connections Academy.
- ❖ To educate individual students based on their needs both academically and personally.
- ❖ To bring my virtual teaching experience and my communications experience into the online education realm.

Qualifications

- ❖ Florida Virtual School
November 2008 – Current
- English III and IV Instructor. Live lesson coordinator and curriculum pilot program lead.
- ❖ Lee County Public Schools
October 2006 – November 2008
- 12th Grade English Instructor for Riverdale High School. Creative Writing Club and Literacy Magazine sponsor. In 2006-2007 school year curriculum included Intensive Reading and English IV.
- ❖ Lee County Public Schools
August 2006 – October 2006
- 7th Grade Intensive Reading teacher for Paul Lawrence Dunbar Middle School.
- ❖ Public Relations Specialist for Children's Miracle Network of Northeast Florida and Southeast Georgia.
August 2005 – May 2006
- Managed all public relations tasks. Specialized in creative writing, developed key media relationships

and managed all creative publications. Wrote all media publications.

- ❖ Director for campaign for Best Buddies International in Jacksonville, Florida.
January – April 2005
 - Acted as the Creative Director for Best Buddies, Jacksonville. Created and implemented a new campaign in order to promote involvement. Designed newsletters, brochures, advertisements, and worked with a team to design a final presentation. Did hands on work with children involved in Best Buddies and set up special events for the children to interact.

Education

- ❖ University of Florida
June 2002 – December 2003
- ❖ University of North Florida
2003 – 2005 Graduated with Bachelor of Science in Communications
- ❖ Argosy University
January 2012 – to be completed May 2015 – Masters in School Counseling.

References Available Upon Request

SUMMARY

Self-directed, enthusiastic educator with a passionate commitment to student development and the learning experience. Possess outstanding communication skills; present information in a variety of ways, emphasizing relevance of class material to the world beyond the classroom. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students.

STRENGTHS, SPECIAL SKILLS AND INTERESTS

- ♦ Curriculum Design and Development
- ♦ Interactive Learning
- ♦ Student Assessment
- ♦ Classroom Management
- ♦ Student Motivator
- ♦ Hands on and highly organized
- ♦ Conversational in Spanish
- ♦ Interests include cooking, traveling and skiing

TEACHING EXPERIENCE

California Virtual Academy(CAVA)

Orange County, CA

8th Grade Math Teacher

October 2013 to present

- ♦ Teaching 8th Grade Math/Pre-Algebra daily on online Blackboard
- ♦ Filing daily reports for attendance and grades for 35 homeroom students
- ♦ Responsible for creating daily Math PowerPoints and delivering instruction to 70 students
- ♦ NJHS Advisor

Capistrano Unified School District

San Juan Capistrano, CA

Substitute Teacher

February 2007 – June 2013

- ♦ Long Term Substitute at Ladera Ranch MS, Newhart MS and Niguel Hills MS
- ♦ Day to Day substitute covering primary and secondary grade levels

Patrick Henry Middle School (L.A.U.S.D.)

Granada Hills, CA

Math Teacher

August 1997 to October 2000

- ♦ Elected Department Chair by peers
- ♦ Taught 7th and 8th grade math and honors math classes
- ♦ Worked directly with department chair to organize and run MATHORAMA, a school wide math project

St. Timothy Catholic School

West Los Angeles, CA

Computer Teacher

August 1996 to July 1997

- ♦ Managed Writing to Read program for kindergarten through 3rd grade.
- ♦ Taught computers to 4th-8th graders.

EDUCATION

California State University at Northridge

Bachelor of Arts - Liberal Studies

National University

Multiple Subject Credential and Supplementary Authorization in Mathematics, Science and English

OBJECTIVE

To obtain a full-time online teaching position in California in the area of mathematics at the middle or high school level

SUMMARY OF SKILLS & QUALIFICATIONS

- Outstanding communication skills with students, parents, teachers, counselors and administrators resulting in collaborations, supporting one another with common professional and educational goals, and increased learning among one another
- High degree of patience resulting in the ability to work effectively with a diverse group of students from different abilities and backgrounds, adapting lessons and teaching styles to meet these differences
- Ability to maintain positivity and increase morale in and outside of the classroom resulting in more cohesive classes and teamwork, aligning more students and teachers with the common goals of the school and district

CREDENTIALS

California Single-Subject (Mathematics) - Clear

EDUCATION

Tarleton Model for Accelerated Teacher Education

2008

Tarleton State University, Fort Worth, TX

Bachelor of Science, Business Administration; emphasis in Accounting

1997

University of the Pacific, Stockton, CA

HIGH SCHOOL TEACHING EXPERIENCE

HESPERIA UNIFIED SCHOOL DISTRICT, Hesperia, CA

August 2017-present

- Teach Integrated Math 1, in classroom sizes ranging from 30-38 students
- Plan lessons in math areas focusing on linear and exponential functions; congruence and similarity; statistics and probability; writing, solving and interpreting equations; transformations and rigid motions
- Assess students and evaluate their abilities, strengths, and weaknesses and adapt lessons according to individual learning styles
- Track, grade and assess learning in an organized and efficient manner
- Maintain open communication with parents and guardians to increase student learning and support students with their educational goals
- Develop and enforce classroom rules and administrative policies to ensure a safe and positive learning environment for all

AZLE INDEPENDENT SCHOOL DISTRICT, Azle, TX

2010-2017

- Taught diverse students, in classroom sizes ranging from 17-28 students - classes taught have included Pre-AP Geometry, Algebra II, STAAR Algebra I, Inclusion Geometry, Geometry, Algebra I, Math TAKS
- Developed rapport with students by participating in a variety of school-wide special events and themed days
- Awarded Azle Education Foundation grant to purchase Swiv'l video tool for the purpose of creating a blended classroom (2016)

COMMITTEE, LEADERSHIP & PROFESSIONAL CAMPUS ACTIVITIES

Building Leadership Team/Campus Improvement Committee

2014-2017

- Wrote and updated the Campus Improvement Plan focusing on campus and department goals for failure rates, retention, state exam scores, safety, and campus life
- Addressed issues such as teacher preparedness, student individual success, and state goals pertaining to Campus Improvement and Continuation

Prom Coordinator/Faculty Sponsor Mentor

2014-2017

- Coordinated all Prom details including securing venue, caterer, DJ, and ticket sales according to school and district rules and regulations
- Organized all Prom activities specific to the day: set-up and clean-up committees, seating arrangements, purchasing and building decorations, buffet management, and chaperone placement
- Encouraged other faculty to sponsor classes and mentored these sponsors through process of being a sponsor

Faculty Sponsor, Class of 2014, 2016 & 2017	2010-2017
<ul style="list-style-type: none"> Responsible for 1-3 fundraisers per year consisting of t-shirt, flower or candy sales which included coordinating shirt design, product purchasing, sales, money handling and product delivery Hosted Senior Baccalaureate which included securing venue and guest speaker, organizing student speakers, coordinating program, musical selections and musicians 	
District Math Curriculum Adoption Committee	2015-2016
<ul style="list-style-type: none"> Used knowledge of multiple math subjects to study and select current textbook adoption for secondary level Supported teachers, once textbook was adopted, in learning new user interface, uploading student textbooks, and working through glitches 	
“Working on the Work” Design Team	2012-2015
<ul style="list-style-type: none"> Trained teachers in creating engaging lesson planning by providing templates with examples using the prescribed methods Continued individual support for teachers as they developed lessons for their own classes 	
Rebuilt Online Geometry Course used for alternative school and credit recovery	2015
<ul style="list-style-type: none"> Used knowledge of state objectives to eliminate or add sections of the Geometry curriculum Students using the program no longer struggle with concepts and find the course more clear and understandable 	
iPad PLC facilitator	2013-2014
<ul style="list-style-type: none"> Facilitated bi-weekly teacher education for using the iPad in the classroom 	
IN-SERVICE & CONTINUING EDUCATION TRAININGS	
High Tech High Fall Residency	2017
<ul style="list-style-type: none"> Selected by local Administration to attend three-day seminar on Project Based Learning Sessions included topics such as planning for the specific student, integrating projects of any size or duration into established curriculum, and student and faculty panels to dig deeper in to the strengths and weaknesses of PBL 	
Solution Tree PLC at work in Math Classroom	2017
<ul style="list-style-type: none"> Excellent conference revolving around the Professional Learning Community within the Math Department Determined process for grading, creating assignments and assessments, and reteaching, as a team Discovered methods to address student learning needs in conjunction with assessments 	
AVID	2016, 2017
<ul style="list-style-type: none"> Attended multiple training sessions to better incorporate AVID techniques in the classroom Experienced lessons as the student; learned specific note-taking methods; embraced the Collaborative Study Group model 	
CANVAS Learning Management System Training	2015, 2016
<ul style="list-style-type: none"> Learned to manipulate the web-based program Discovered applications of the system for assessment, both formal and informal, to use daily 	
Texas Christian University Advanced Placement Summer Institute	2013
<ul style="list-style-type: none"> From Geometry to Calculus, learned integration of AP skills and lessons within the entire vertical alignment program Created new lessons and activities with intentional use of vertical alignment Experienced advanced lessons, as the student, to better understand the perspective of the learner 	
Conference for the Advancement of Mathematics Teaching	2011
<ul style="list-style-type: none"> Attended sessions including: Using Dinah’s Foldables, Cool Investigations in Geometry with Michael Serra, Strategies to Learn Math Vocabulary 	
Weatherford College Tech Prep Externship	2011
<ul style="list-style-type: none"> Shadowed Lockheed Martin engineers and aeronautical specialists learning real-world applications for teaching mathematics in the modern classroom Visited the Fort Worth Zoo to discover field trips and out-of-the-classroom lessons using mathematics Created STEM lesson plans using computer programming taught in a cross-curriculum workshop 	

EXTRA DUTIES

- SAT/ACT Proctor, Prom Coordinator, Mentor to New Teachers

ADDITIONAL EDUCATION & CERTIFICATIONS**Master of Theological Studies**

2004

Wesley Theological Seminary, Washington, DC

Texas Mathematics Certificate (8-12), Texas Generalist Certificate (EC-8), Texas Supplementary Certificate: English as a Second Language (EC-12)

TECHNOLOGY SKILLS

Microsoft Office Suite, CANVAS Learning Management System, Eduphoria Application Collection, ParentLink (via Blackboard), Socrative, Infinite Campus Gradebook System, Illuminate, Edulastic

Sarah Anne-Marie Entezari

Education

MA Education

Alliant International
November 2018
3.93 GPA

Single Subject Credential

Alliant International
June 2018
3.93 GPA

BA Global Cultures

UC Irvine
June 2016
3.81 GPA

AA Political Science

Saddleback College
May 2014
3.88 GPA

Relevant Experience

World History Teacher at USC East College Prep

7/17-Present

- Taught World History and Honors World History with a heavy emphasis on reading.
- Students grew by 1.53 points in the reading section of the ACT from September to January.
- Developed the World History curriculum.
- Taught history thematically and without textbooks focusing on tolerance and accepting others while teaching world religions in the first quarter. The second quarter progressed to focus on migration patterns and exploration learning about Ibn Battuta and Zheng He. The third quarter focused on revolution and genocide followed by the fourth quarter which focused on WWI, WWII, and Vietnam.
- Focus on technology integration and taking an interdisciplinary teaching approach.
- Held office hours once a week after school and during lunch twice a week while also hosting student council meetings in my room once a week.
- Associated Student Body Advisor in charge of coordinating student events for the school and supervising student body meetings.

Substitute Teacher with Capistrano Unified School District

2/17-5/17

- Inspired students to reach their full potential while effectively managing classes.
- Time was spent in Middle School Special Education classes and in High School history classrooms.

Intern for Global Connect

9/14-3/15

- Assisted with teaching globalization through UCI's Global Connect Program.
- Edited copies of the curriculum and improved upon existing lessons in the curriculum.
- Awarded intern of the month in December.

Tutor at Saddleback College

8/13-5/15

- Tutored English, geography, and government. Focused on improving writing skills.
- Students raised their grades and noticeable improvement was found in their writing and speaking skills.
- Used a "hands-off" approach relying on explanations of what they needed to fix and why.
- Consistently provided advice on how to improve language skills for ELL students and all learners.

Sales Advisor and Product Specialist with Tesla Newport Beach

6/15-1/17

- Shared Tesla's vision inspiring the transition to sustainable energy at the flagship location.
- Trained new team members.
- Ranked 5th in North America for 2015 and recognized in company-wide newsletter for customer service.
- Promoted to a Sales Advisor position, driving sales, hosting test drives, delivering cars, and maintaining excellent customer service and was ranked 15th in North America in first month worked.

Relevant Honors and Activities

- Society of Women Geographers Scholarship for commitment to geography and education in 2014.
- Kiwanis Club of San Clemente Scholarship for dedication to serving others in the community in 2012.
- Regents Scholarship Recipient at UCI and Recipient of the School of Humanities Undergraduate Award in Global Cultures.

References Available Upon Request

Laura R. Korsich

**EDUCATION: Master of Arts in Teaching, Single Subject Social Studies Credential
June 2013**

University of Southern California, Los Angeles, California
Honors, GPA: 3.94

Bachelor of Arts in Political Science, May 2009

University of San Diego, San Diego, California
Magna Cum Laude, GPA: 3.83

Associate of Arts, May 2006

Pasadena City College, Pasadena, California
Graduated with Honors, GPA: 3.75

EXPERIENCE: History Teacher, August 2014 to Current

PUC Inspire Charter Academy, San Fernando, California

- Collaborate with colleagues to create an inter-disciplinary rigorous curriculum
- Support the various academic, emotional, and physical needs of students
- MCD (Modified Consent Decree) committee member that works to ensure special education students receive proper educational services and supports
- Prepare students to be college-ready self-learners
- Grade-level teacher-leader
- PBIS implementation team member

Instructional Technology Teacher Leader, August 2016 to August 2017

PUC Schools, Burbank, California

- Create professional development seminars around educational technology
- Research current best practices for classroom technology

Student Teacher, January 2014 to June 2014

Verdugo Hills High School, Los Angeles, California

- Collaborated on curriculum and taught classes for Economics and U.S. History classes

SKILLS:

- Expert understanding of Google Apps
- Expert understanding of Microsoft Office
- PowerSchool
- Experience creating professional development trainings for teachers

Zamequa Lopez-Fuentes

EDUCATION

University of San Diego

San Diego, CA

Preliminary Single Subject Credential (English)

June 2012

B.A. English

Jan 2012

- Awarded the Who's Who Among Students in American Universities and Colleges

TEACHING EXPERIENCE

High Tech Middle North County

San Marcos, CA

Teacher

Aug 2016 - June 2018

Eighth grade Humanities using project based learning.

- Prepared and planned lessons and projects that fit eighth grade Humanities standards
- Participated in weekly grade level team, staff, and content meetings to discuss student progress and supports
- Active member of the Literacy Improvement Science group
- Co-authored and grade level projects
- Utilized Pro-Active and Restorative Justice processes in the classroom
- Practiced and refined classroom management skills to fit the school atmosphere
- Encouraged student accountability and management skills
- Facilitated the MAPs, SBAC, and Interim Assessments.

The O'Farrell Charter School

San Diego, CA

Teacher

June 2014 - June 2016

Seventh and eighth grade English Language Arts using the SpringBoard curriculum developed by Collegeboard.

- Active member of The O'Farrell Charter School AVID Site Team
- Participated in weekly grade level team and department meetings to discuss student progress and supports
- Co-authored and delivered grade level ELA assessments
- Co-taught with multiple SPED teachers in the ELA full inclusion classroom
- Used stations to facilitate learning in the full inclusion classroom
- Utilized AVID and WICOR strategies in the classroom
- Tracked progressive discipline for homebase students
- Encouraged student organizational skills
- Practiced and refined classroom management skills
- Built and maintained student-parent-teacher relationships
- Facilitated the SBAC Assessments and Interim Assessments
- Assisted students during after school Homework Club
- Introduced Steps of Success (S.O.S.) to students, exposing them to college in middle school

Mt. Everest Academy*Teacher***San Diego, CA***Jan 2013 - June 2014*

One section of first and second grade (multi-subject), one section of eighth grade ELA and one section of ninth grade ELA.

- Prepared monthly units and weekly lesson plans
- Encouraged student and parent school engagement
- Practiced interdisciplinary project-based learning
- Developed interdisciplinary projects with ELA, History, Art and Technology staff members
- Facilitated African-American History Month events and activities
- Authored and delivered assessments
- Accountable for student improvement and assessments
- Used classroom management skills
- Co-taught with another ELA teacher
- MEA Supervising Teacher
- Audited monthly attendance and work audit files

San Diego Unified School District*Visiting Teacher***San Diego, CA***Dec 2012 - June 2014*

- Provided Instruction
- Managed classroom environment
- Promoted student learning in the absence of the regular classroom teacher

Bell Middle School*Student Teaching***San Diego, CA***April 2012 - June 2012*

Two section of AVID (seventh and eighth grade), one section of GATE English-Seminar (sixth grade) and one section of English-Regular (sixth grade)

- Prepared daily, weekly, and unit lesson plans
- Responsible for assessment and student progress
- Created and administered original assessment tools
- Developed classroom management skills

San Diego School of Creative and Performing Arts*Student Teaching***San Diego, CA***Jan 2012 - April 2012*

One section cluster English ½ (freshmen) and one section of World Literature (seniors)

- Created unit lesson plans and delivered daily instruction
- Generated original assessments to measure student progress
- Applied classroom management skills
- Tutored middle school students (sixth, seventh, and eighth grade)

Bell Middle School*Curriculum Methods Practicum Teaching Experience***San Diego, CA***Sept 2011 - Dec 2011*

Two section of AVID (seventh and eighth grade), one section of GATE English-Seminar (sixth grade) and one section of English-Regular (sixth grade)

Practiced taking attendance, classroom management skills, and grading

Prepared and presented daily lesson plans

Delivered small group or one-on-one instruction to diverse students to develop literacy skills

University City High School

San Diego, CA

Literacy Practicum Teaching Experience

Feb 2011 - May 2011

One section of AP English (juniors)

- Assisted teacher with attendance, classroom management, and grading
- Prepared and presented daily lesson plans
- Delivered small group or one-on-one instruction to diverse students to develop literacy skills

RELATED EXPERIENCE

AVID Summer Institute 2015

San Diego, CA

Attendee

Summer 2015

- Learned and practiced new AVID strategies to apply in the classroom

Bayside Community Center

San Diego, CA

Tutor

Feb 2011 - May 2011

- Assisted the field organizer
- Helped children with homework and managed children behavior

LEADERSHIP & COMMUNITY SERVICE

USD - Jamaica Immersion and Community Service Trip

Duncans, JA

Leader

Jan 2011

- Planned group activities
- Encouraged USD student involvement in community activities
- Oversaw group management and ensured participant safety
- Facilitated group talks about community and trip experiences

USD - Brothers & Sisters United

San Diego, CA

Member

Aug 2009 - Jan 2012

- Participated in a student organization aimed at increasing involvement among minority students; encouraging interaction among minority and majority students; and building relationships among faculty, staff and students

ADDITIONAL WORK EXPERIENCE

USD Public Affairs/ USD International Center

San Diego, CA

Work Study/Intern

Aug 2009 - Dec 2011

- Worked in both offices while enrolled at USD full-time
- Answered phones, responded to emails, input data, planned meetings, etc.

Abercrombie and Fitch/ Ross/ Hollister Co.

Sacramento/San Diego, CA

Sales Associate

2006 - 2009

- Worked in retail during high school and college years

Juneill A Lopez

OBJECTIVE

Administrative Assistant with more than 9 years' experience supplying thorough organized, multi-tasking support to 3 Administrators.

QUALIFICATIONS

Typing 67 wpm, ten-key knowledge Computer skills on pc including Word, Excel and Web searches. Working well under pressure, individually and with a team. Bilingual-Spanish. CPR/ AED Certified

EXPERIENCE

Arroyo High School, San Lorenzo, CA

2015- 2018

- Sorted and filed confidential student documents in permanent student files.
- Assisted three Administrators and Attendance Clerk with Spanish translations.
- Scheduled and compiled monthly SART meetings (Student Attendance Review Team) for Administrators.
- Entered work orders through School!Dude database.
- Documented disciplinary referrals and suspensions in Aeries database.
- Documented Facility Use reservations in District calendar and school site calendar in Outlook.
- Familiar with District policies, rules and regulations.
- First point of contact for emergencies; includes calling dispatch, parents and Administrators as well as providing first aid to injured students.

TEKsystems Walnut Creek, CA

2012-2015

Administrative Assistant

- Answered and quickly redirected up to 20 calls per day.
- Ordered and distributed office supplies while adhering to a fixed office budget.
- Greeted numerous visitors, including clients, vendors and interview candidates.
- Drafted weekly time sheets for 15 employees.
- Organized all new hire, security and temporary paperwork.
- Compiled company information and related material and distributed it to candidates.
- Managed timecard audit and collection (included contacting contractors and/or clients for missing timecards) in PeopleSoft.

Innovative Construction Solutions-Norcal-Oakland, CA

2012- 2012

Office Manager

- Provided outstanding front office customer service.
- Schedule medical examinations with medical examiner.
- Handled travel arrangements for employees; hotel, flight and car.
- Maintained employee files in accordance with the company policy and the State of California law and requirements.

EDUCATION

2002-2008 San Jose State University, San Jose CA, - B.A. Degree
1998-2002 Mt. Eden High School, Hayward, CA - Diploma

Employment History:

Social Studies Teacher

August 2016-May 2017 Washington High School, Charles Town, WV.

- Taught Advanced Placement Psychology (11th and 12th Grade), College Preparatory Contemporary Studies (11th Grade) and Civil War Studies (9th-12th Grades).
- Designed and implemented comprehensive curriculums for students of a variety of ability levels.
- Worked with team members in the Social Studies Department to improve curriculum standards, classroom management techniques, and school-wide testing methods.
- Assisted with extracurricular school activities including Homecoming, Chess Club, Culture Club, and the School Improvement Committee.

Children's Advocate/BIPP Facilitator

March 2010–January 2016. Rape and Domestic Violence Information Center, Morgantown, WV.

- Aided individuals who have experienced domestic violence in escaping abusive relationships and navigate the court system.
- Facilitated the Batterer Intervention and Prevention Program, educating men who have engaged in abusive behaviors towards their spouses and families.
- Worked with children who have experienced domestic violence to assure that they ended up in a safe and healthy environment.
- Participated in the Monongalia County Multidisciplinary Investigative Team, working with the Morgantown Police Department, Westover Police Department, Monongalia County Sheriff's Department, West Virginia State Police, DHHR, Morgantown Child Advocacy Center and Prosecuting Attorney in the investigation of violent crimes against children.
- Attended numerous trainings regarding child abuse, child sexual assault, domestic violence, substance abuse, human trafficking, bullying and batterer intervention.

Education:

January 2014-May 2016 West Virginia University, Morgantown, WV.

- Masters of Arts and Certifications in Secondary Education (Social Studies)
- 4.0 GPA

September 2005-May 2009 West Virginia University, Morgantown, WV.

- Bachelors of Science in Physical Education Sport and Exercise Psychology
- 3.22 GPA

References:

Cathy Junkins, Social Studies Department Chair at WHS (304) 279-4539

Judy Marcus, Principal at WHS (304) 995-5110

Steve (Karl) Morris, Assistant Principal at WHS (304) 885-5110

Lorraine Pritchard, Shelter Supervisor at RDVIC (304) 692-5628

ERIKA PHILBRICK

Qualifications

- California Teaching Credential
- Comfortable multi-tasking
- Strong verbal communication
- Cooperative team member
- Detailed knowledge of social sciences
- Excellent time-management
- Enthusiastic about student learning and success
- Skilled in differentiated lesson instruction

Experience

Substitute **09/2016**
Norman Public Schools **Norman, OK**

- Implemented lesson plans and classroom expectations of primary teacher
- Monitored students in hallways and cafeteria
- Utilized classroom technologies such as Smart Board, PowerPoint, and document camera
- Recognized and addressed behavioral issues with students according to school guidelines
- Knowledgeable of school sites emergency procedures and drills
- Wrote detailed reports to primary teacher about class events

Student Teacher **08/2015 to 02/2016**
Mission Viejo High School **Mission Viejo, CA**

- Designed and implemented differentiated lesson plans
- Instructed 10-11th grade levels of World History and US History
- Communicated effectively with students, parents, and educators from various grade levels.
- Developed, administered and corrected tests and quizzes in a timely manner.
- Operated office equipment such as copiers and overhead monitors
- Gained advanced knowledge of history and historic literature
- Supported Master Teacher with field trips and substituting

Education

Bachelor of Arts: History **2013**
University of Oklahoma Norman, Oklahoma, US

Education **2016**
Concordia University Irvine, California, US
[Received California Teaching License](#)

JENNIFER ROBBINS

SUMMARY

Highly passionate, qualified, and hardworking elementary teacher with experiences in several grade levels. Extremely self-driven to succeed and dedicated to assisting students reach their full potential. Quick learner and comfortable in fast paced atmospheres. Strong work ethic and proven ability to work collaboratively.

EDUCATION

California State University, Fresno Fresno, CA
Multiple Subject Teaching Credential, Early Childhood Education, December 2008

California State University, Fresno Fresno, CA
Bachelor of Science, Liberal Studies, May 2007

Merced Community College Merced, CA
Associate of Arts, Liberal Studies, May 2005

Golden Valley Union High School Merced, CA
Diploma, General Education, May 2003

WORK EXPERIENCE

Merced City School District Merced, CA
Reading Clinician/Intervention Teacher Aug. 2014 – May 2015
Identify students from Kindergarten to 5th grade who are performing below grade level. Collaborate with students' homeroom teachers to discuss at-risk students. Provide small group learning settings to grade specific groups. Implement strategies and techniques to scaffold students back into grade-level content and material.

Alview-Dairyland Union School District Chowchilla, CA
Teacher Aug. 2009 – July 2014
Create a positive learning environment for 5th and 6th grade students that align with the California State Content Standards. Plan and develop effective lessons that support all learning styles and modalities. Exhibit classroom management techniques that promote an organized and efficient classroom atmosphere. Provide a discipline plan that fosters positive behavior and student success. Encourage students through positive reinforcement and feedback to ensure student achievement. Analyze and interpret student assessment and data. Maintain a positive relationship with parents and community through ongoing communication. Coordinate and collaborate with colleagues, staff, and administration. Enhance teaching practices through continued coursework and educational development.

Merced City School District Merced, CA
Reading Clinician/Teacher Jan. 2009–June 2009
Plan, assess, and teach English-Language Arts to 4th grade students using the Houghton Mifflin reading program. Coordinate with the homeroom teacher, as well as other grade level teachers, to provide structure and uniformity among class. Implement Soar to Success program to below grade level 5th grade students. Assess student success and rotate students out of intervention program as needed.

COMPUTER SKILLS

Microsoft Access Microsoft Excel Microsoft PowerPoint Microsoft Word

Tracy Sisco

Educational M.A. Educational Leadership and Administration, March 2008

Background: Chapman University College, Riverside, CA

Bachelor of Arts Liberal Studies, June 2002

California State University, Fresno

Certifications: Multiple Subjects/ CLAD Teaching Credential

Experience:	Teacher: Victoriano Elementary School, Val Verde USD, CA
May 2012-	Grade 4, Principal- Caryn Lewis (951) 490-0390
Current	Duties: 1:1 iPad , STEAM & 21 st Century Learning, NGSS standards taught. Supervising,managing,and teaching grade level standards Home Hospital teacher for terminally ill after school.
August 2004-	Teacher: Victoriano Elementary School, Val Verde USD, CA
May 2012	Grade 1, Principals Rick Aleksak/ Caryn Lewis (951) 490-0390 Duties: grade/ leadership chair, RTP ² case worker, supervising, managing, and teaching grade level standards to 30 first grade students. Tutoring after school first/second grade 2005-2008
June -July 2006	Teacher: Bethune Summer School, Val Verde USD, CA Grade 1, Principal- Chuck Holland (951) 490-0390 Duties: supervising, managing, and teaching grade level standards to 30 first grade students.
August 2001-2004	Literacy Coordinator: Red Maple & Jefferson Elementary School, Fresno, CA Duties: organizing, supervising, managing, and teaching grade level standards to summer school students who are below grade level reading and language art standards.

Auxiliary	Home Hospital Teacher	2012-2015
	Grade Level Chair	2006-2013
Positions:	Leadership Team	2006-2013
	RTP ² Case Worker	2010-2015
	Discipline Committee Coordinator	2008-2014
	After School Tutoring	2004-2012
	Coats for Kids Drive Coordinator	2004-2012

Volunteer Work:

- *Coats for Kids Drive- Total donations over the 9 years was 7,856 Coats given away to kids and families who need them.
- *PTO President/ Fundraising Coordinator 2002-2007

	*VA Hospital, Fresno *Registration/Secretary at Fresno Adventist Academy June-August 2002-2003
Summer Work:	Summer School 2002-2006 Duties: teaching reading fluency and comprehension, math skills
Honors & Awards	New Teacher of the Year 2004-2005, Victoriano Elementary Site Teachers of the Year 2008-2009, Victoriano Elementary Dean's & Honor List in College 1998-2002
In Services	* iPad, Google Docs, Guinius Hour Training, August 7, 2015 *New GenerationScience Standards training, May 7, 2015 * Common Core, NGSS training, VVUSD August 7, 2015 * Next Generation Science Standards, VVUSD Febrauy 28, 2014 * RTP ² In-Services: Victoriano Elementary, VVUSD 2010-2011 *Leadership Conference: Bethune Elementary, VVUSD August 8 th 2007 *Step-up to Writing: How to use it in the classroom September 2005 *Vocabulary and Reading Comprehension Strategies with Quality Quinn November 9, 2005

STILSON, KARLEY

OBJECTIVE To become an educator in a virtual learning environment, working as either a General Education teacher or within the Special Education department.

EXPERIENCE **TEHACHAPI UNIFIED SCHOOL DISTRICT**

2008-2009

- Substitute Teacher for K-12

TEHACHAPI UNIFIED SCHOOL DISTRICT

2009-2013

- Mild/Moderate K-2 SDC Special Education Teacher (2009-2013)
- Grade level/Special Education Department Leadership

TEHACHAPI UNIFIED SCHOOL DISTRICT

2013-Present

- Mild/Moderate 7th grade RSP Special Education Teacher
 - Participate in self-contained and inclusion models
 - Develop and run IEP meetings
 - Provide lesson plans for Home Hospital students
 - Provide support to new/intern teachers
 - Induction Support Teacher/Mentor (2013-Present)
-

EDUCATION **ANTELOPE VALLEY COLLEGE, LANCASTER, CA**

1999-2003

- Completed General Education classes required for a Liberal Arts degree

CALIFORNIA STATE UNIVERSITY BAKERSFIELD, BAKERSFIELD, CA, BACHELORS OF ARTS

2003-2005

- Obtained a Liberal Arts Major and a Social Sciences Minor

CAL STATE TEACH FRESNO, FRESNO, CA, MULTIPLE SUBJECT PRELIMINARY CREDENTIAL

2007-2009

- EL Authorized
- Passed CSET, CBEST, and RICA

**CALIFORNIA STATE UNIVERSITY BAKERSFIELD, BAKERSFIELD, CA, EDUCATION SPECIALIST
MILD/MODERATE LEVEL I**

2009-2010

- Participated in the Special Education Intern program

**BEGINNING TEACHER SUPPORT AND ASSESSMENT PROGRAM (BTSA), BAKERSFIELD, CA,
MULTIPLE SUBJECT CLEAR CREDENTIAL**

2011-2013

- Received a Clear Multiple Subject credential

NATIONAL UNIVERSITY, BAKERSFIELD, CA, EDUCATION SPECIALIST MILD/MODERATE LEVEL II

2014-2015

- Received the Level 2 Education Specialist Level II

LEADERSHIP

- Represented the Special Education Department at Cummings Valley School for our Leadership meetings
- I am an Induction Support Provider for new teachers for Kern County Superintendent of Schools (KCSOS)
2013-Present

REFERENCES

Paul Kaminski-Principal at Jacobsen Middle School

(661) 822-2150

Charles Weber-Vice Principal at Jacobsen Middle School

(661) 822-2150

Janine Tufts-Learning Director at Jacobsen Middle School

(661) 822-2150



Charges for the Following Period:

June 2018

Compensation Expenses

Salaries - Administration	\$	6,351.29
Benefits - Administration		1,556.07
Taxes - Administration		254.17
Salaries - Instructional		54,794.82
Benefits - Instructional		13,424.72
Taxes - Instructional		781.52
		77,162.59

Enrollment/Unit Based Charges

Student Technology Assistance	5,989.58
Connexus™ Annual License (EMS)	9,431.00
Internet Subsidy Payment Processing	200.64
Technical Support and Repairs	2,357.75
Tangible and Intangible Instructional Materials	21,616.67
Curriculum Postage	682.00
Enrollment and Records Management	826.67
Educational Resource Center	1,980.51
Direct Course Instruction Support	276.30
School Curriculum Supplies	170.70
Hardware/Software - Employees	241.07
VOIP Revenue	3,531.60
Human Resources Support	502.23
Accounting and Regulatory Reporting	785.92
Facility Support Services	168.53
	48,761.17

Revenue Based Charges

Special Education Oversight and Liability	3,670.76
Special Education Direct Services	23,901.08
School Administration	8,809.83
Marketing Services	1,468.31
Treasury Services	2,202.46
	40,052.44

ISP Payment Reimbursement 2,728.58

Pass Through Expenses - Allocated 9,076.10

Pass Through Expenses 755.13

Short Term Substitute Teaching Services 2,569.02

Service Credit 12,500.00

Total Amount Due \$ **193,605.03**

Invoice	148183
Date	8/16/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Central California Connections Academy

Attn: Tim Batiuk, Treasurer

4216 South Mooney

Suite 356

Visalia CA 93277

Electronic Payment Remittance:

Bank Name: Bank of America

Bank ABA: ACH #071000039/Wire #026009593

SWIFT: BOFAUS3N

Company Name: Connections Education LLC

dba Pearson Online and Blended Learning

K-12 USA

Company Account #: 8188290225

**Please include invoice number(s)
in transmission**

Purchase Order No.	Customer ID		Payment Terms	
2228713	0000013		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	June Service	\$35,357.79	\$35,357.79
1.00	ENROLLMENT BASED	June Service	\$126,715.98	\$126,715.98
1.00	REVENUE BASED	June Service	\$108,311.65	\$108,311.65
1.00	OTHER CA CHARGE	June Service	\$6,049.46	\$6,049.46

Discount	\$0.00
Total	\$276,434.88

Please note invoice number 148183 on remittance. Thank you.

Make all checks payable to Connections Education and send to:

32369 Collection Center Dr

Chicago, IL 60693-0323



Charges for the Following Period:

June 2018

Compensation Expenses

Salaries - Administration	\$	15,288.33
Benefits - Administration		3,745.64
Taxes - Administration		611.66
Salaries - Instructional		129,029.17
Benefits - Instructional		31,612.15
Taxes - Instructional		1,839.75
		182,126.70

Enrollment/Unit Based Charges

Student Technology Assistance	18,447.92
Connexus™ Annual License (EMS)	22,312.00
Internet Subsidy Payment Processing	338.47
Technical Support and Repairs	5,578.00
Tangible and Intangible Instructional Materials	56,939.58
Curriculum Postage	1,839.75
Enrollment and Records Management	2,230.00
Educational Resource Center	4,685.52
Direct Course Instruction Support	650.62
School Curriculum Supplies	181.23
Hardware/Software - Employees	275.24
VOIP Revenue	8,316.00
Human Resources Support	573.42
Community Outreach	2,083.33
Accounting and Regulatory Reporting	1,859.33
Facility Support Services	405.57
	126,715.98

Revenue Based Charges

Special Education Oversight and Liability	8,316.87
Special Education Direct Services	71,717.42
School Administration	19,960.49
Marketing Services	3,326.75
Treasury Services	4,990.12
	108,311.65

ISP Payment Reimbursement

8,280.72

Pass Through Expenses - Allocated

21,606.61

Pass Through Expenses

(15,613.77)

Short Term Substitute Teaching Services

6,049.46

Total Amount Due

\$ 437,477.35

Invoice	148180
Date	8/16/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon-REIMB
Attn: Paul Hedrick, Treasurer
580 North Wilma Avenue
Suite G
Ripon CA 95366

Electronic Payment Remittance:
Bank Name: Bank of America
Bank ABA: ACH #071000039/Wire #026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2228674		0000557R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	June Service	\$408,331.97	\$408,331.97
1.00	PASS THROUGH	June Service	\$59,949.66	\$59,949.66
1.00	PASS THROUGH	June Service	\$2,036.15	\$2,036.15
1.00	OTHER CA CHARGE	June Service	\$20,132.69	\$20,132.69

Please note invoice number 148180 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$490,450.47



Charges for the Following Period:

June 2018

Compensation Expenses

Salaries - Administration	\$	42,270.96
Benefits - Administration		10,356.38
Taxes - Administration		1,691.17
Salaries - Instructional		359,247.53
Benefits - Instructional		88,015.65
Taxes - Instructional		5,122.31
		506,704.00

Enrollment/Unit Based Charges

Student Technology Assistance	45,952.08
Connexus™ Annual License (EMS)	56,112.50
Internet Subsidy Payment Processing	340.62
Technical Support and Repairs	14,028.12
Tangible and Intangible Instructional Materials	152,814.58
Curriculum Postage	4,919.75
Enrollment and Records Management	5,963.33
Educational Resource Center	11,783.62
Direct Course Instruction Support	1,811.48
School Curriculum Supplies	700.25
Hardware/Software - Employees	1,029.48
VOIP Revenue	23,155.20
Human Resources Support	2,144.76
Community Outreach	4,166.67
Accounting and Regulatory Reporting	4,676.04
Facility Support Services	1,121.44
	330,719.92

Revenue Based Charges

Special Education Oversight and Liability	21,958.69
Special Education Direct Services	169,599.58
School Administration	52,700.87
Marketing Services	8,783.48
Treasury Services	13,175.22
	266,217.84

ISP Payment Reimbursement

20,132.69

Pass Through Expenses - Allocated

59,949.66

Pass Through Expenses

2,036.15

Short Term Substitute Teaching Services

16,843.11

Service Credit

(144,500.00)

Total Amount Due

\$ 1,058,103.37

Invoice	148181
Date	8/16/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

Capistrano Connections Academy
Mike Henjum
33272 Valle Road
San Juan Capistrano CA 92675

Electronic Payment Remittance:
Bank Name: Bank of America
Bank ABA: ACH #071000039/Wire #026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2228605		0000010	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	June Service	\$306,629.23	\$306,629.23
1.00	ENROLLMENT BASED	June Service	\$1,080,432.88	\$1,080,432.88
1.00	REVENUE BASED	June Service	\$870,757.80	\$870,757.80
1.00	OTHER CA CHARGE	June Service	\$52,838.41	\$52,838.41
			Discount	\$0.00
			Total	\$2,310,658.32

Please note invoice number 148181 on remittance. Thank you.
Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	148182
Date	8/16/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Capistrano Connections Academy-REIMB
Mike Henjum
33272 Valle Road
San Juan Capistrano CA 92675

Electronic Payment Remittance:

Bank Name: Bank of America

Bank ABA: ACH #071000039/Wire #026009593

SWIFT: BOFAUS3N

Company Name: Connections Education LLC
dba Pearson Online and Blended Learning

K-12 USA

Company Account #: 8188290225

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2228605		0000010R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	June Service	\$1,272,599.85	\$1,272,599.85
1.00	PASS THROUGH	June Service	\$181,780.79	\$181,780.79
1.00	PASS THROUGH	June Service	\$31,197.30	\$31,197.30
1.00	OTHER CA CHARGE	June Service	\$65,184.01	\$65,184.01

Please note invoice number 148182 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$1,550,761.95



Charges for the Following Period:

June 2018

Compensation Expenses

Salaries - Administration	\$	124,555.06
Benefits - Administration		30,515.99
Taxes - Administration		4,983.08
Salaries - Instructional		1,126,992.79
Benefits - Instructional		276,113.24
Taxes - Instructional		16,068.92
		1,579,229.08

Enrollment/Unit Based Charges

Student Technology Assistance	129,470.83
Connexus™ Annual License (EMS)	186,240.00
Internet Subsidy Payment Processing	3,546.66
Technical Support and Repairs	46,560.00
Tangible and Intangible Instructional Materials	460,462.50
Curriculum Postage	14,715.25
Enrollment and Records Management	17,836.67
Educational Resource Center	39,110.40
Direct Course Instruction Support	5,682.74
School Curriculum Supplies	7,510.31
Hardware/Software - Employees	10,379.20
VOIP Revenue	72,637.20
Human Resources Support	21,623.33
Community Outreach	45,833.33
Accounting and Regulatory Reporting	15,520.00
Facility Support Services	3,304.46
	1,080,432.88

Revenue Based Charges

Special Education Oversight and Liability	74,112.51
Special Education Direct Services	544,662.75
School Administration	177,870.03
Marketing Services	29,645.00
Treasury Services	44,467.51
	870,757.80

ISP Payment Reimbursement 65,184.01

Pass Through Expenses - Allocated 181,780.79

Pass Through Expenses 31,197.30

Short Term Substitute Teaching Services 52,838.41

Total Amount Due \$ **3,861,420.27**

Invoice

Invoice	147400
Date	6/19/2018
Page	1

Pearson

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Please include invoice numbers
on checks/EFT payments

California Connections Academy @ North Bay
Attn: Tim Batiuk, Treasurer
2150 Portola Avenue
Suite D-115
Livermore CA 94551

Electronic Payment Remittance:

Bank Name: Bank of America
Bank ABA: ACH#071000039/Wire#026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Mail Check Payments to:
Connections Education
32369 Collection Center Dr
Chicago, IL 60693-0323

Purchase Order No.		Customer ID	Payment Terms	
2232619		0000954	NET30	
QTY	Item	Description	Unit Price	Ext. Price
9.00	ENROLLMENTS	Tutoring Services - Math Time to Talk (10/1/2017 - 6/1/2018)	\$55.00	\$495.00
			Discount	\$0.00
			Total	\$495.00

Invoice

Invoice	147403
Date	6/19/2018
Page	1

Pearson

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Please include invoice numbers
on checks/EFT payments

Central California Connections Academy
Attn: Tim Batiuk, Treasurer
4216 South Mooney
Suite 356
Visalia CA 93277

Electronic Payment Remittance:

Bank Name: Bank of America
Bank ABA: ACH#071000039/Wire#026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Mail Check Payments to:
Connections Education
32369 Collection Center Dr
Chicago, IL 60693-0323

Purchase Order No.		Customer ID	Payment Terms	
2262074		0000013	NET30	
QTY	Item	Description	Unit Price	Ext. Price
70.00	ENROLLMENTS	Tutoring Services - Math Time to Talk (10/1/2017 - 6/1/2018)	\$55.00	\$3,850.00
			Discount	\$0.00
			Total	\$3,850.00

Invoice

Invoice	147401
Date	6/19/2018
Page	1

Pearson

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Please include invoice numbers
on checks/EFT payments

California Connections Academy @ Ripon
Attn: Paul Hedrick, Treasurer
580 North Wilma Avenue
Suite G
Ripon CA 95366

Electronic Payment Remittance:

Bank Name: Bank of America
Bank ABA: ACH#071000039/Wire#026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Mail Check Payments to:

Connections Education
32369 Collection Center Dr
Chicago, IL 60693-0323

Purchase Order No.		Customer ID	Payment Terms	
2262074		0000557	NET30	
QTY	Item	Description	Unit Price	Ext. Price
180.00	ENROLLMENTS	Tutoring Services - Math Time to Talk (10/1/2017 - 6/1/2018)	\$55.00	\$9,900.00
			Discount	\$0.00
			Total	\$9,900.00

Invoice

Invoice	147402
Date	6/19/2018
Page	1

Pearson

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Please include invoice numbers
on checks/EFT payments

Capistrano Connections Academy
Mike Henjum
33272 Valle Road
San Juan Capistrano CA 92675

Electronic Payment Remittance:

Bank Name: Bank of America
Bank ABA: ACH#071000039/Wire#026009593
SWIFT: BOFAUS3N
Company Name: Connections Education LLC
dba Pearson Online and Blended Learning
K-12 USA
Company Account #: 8188290225

Mail Check Payments to:
Connections Education
32369 Collection Center Dr
Chicago, IL 60693-0323

Purchase Order No.		Customer ID	Payment Terms	
2262074		0000010	NET30	
QTY	Item	Description	Unit Price	Ext. Price
475.00	ENROLLMENTS	Tutoring Services - Math Time to Talk (10/1/2017 - 6/1/2018)	\$55.00	\$26,125.00
			Discount	\$0.00
			Total	\$26,125.00

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS
RECLASSIFICATION OF
ENGLISH LANGUAGE LEARNERS
BOARD POLICY

~~First **APPROVED** April 28, 2015 by Capistrano Connections Academy Board of Directors~~

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~~APPROVED May 4, 2015 by Alpaugh Academics Board of Directors~~

~~APPROVED April 29, 2015 by Friends of California Virtual Education Board of Directors in 2015~~

As updated and amended August, 2018

<Insert corporation info and date of approval>

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BACKGROUND and PURPOSE:

California Connections Academy schools are committed to serving all students, including students who have been identified as English Language Learners (ELL). This includes students who enter the program with an ELL designation from their previous school, as well as students who are newly identified after enrollment. The schools have a program in place for English Language Learners that is further described in the charters. Based on their identified level of proficiency and needs, students will receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level. It is the goal of California Connections Academy schools that ELL students receive high quality instruction and support in order to become fluent in English as quickly as possible. When a student identified as an ELL student becomes fluent in English, the student is considered to be "reclassified" and is thereafter identified as a Reclassified Fluent English Proficient (RFEP) student.

As Local Educational Agencies (LEAs) California Connections Academy schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (Title 5, *California Code of Regulations [CCR]*, Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local

reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of ELL students as they become fluent in English.

CRITERIA FOR RECLASSIFICATION:

EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of English language proficiency, which in California is the [CELDT](#).
2. Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
4. Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the [Smarter Balance CAASPP](#) testing ~~CST~~ for ELA ~~or the CMA for ELA~~).

To meet the criteria laid out by the state, as well as take school based measures into account, California Connections Academy staff will systematically consider the following four areas in reclassifying ELL students as RFEP as follows:

1. **Current [ELPAC](#) ~~CELDT~~ scores:** If the student's current annual [ELPAC](#) ~~CELDT~~ score is [WELL DEVELOPED](#) ~~ADVANCED~~ overall, for their specific grade level, then the remaining three criteria are considered.
2. **Standardized test results:** If the student's most current standardized test results demonstrate that the student is meeting expected grade level benchmarks for all students, and has been making progress in meeting the state standards in academic areas, then the next criteria will be considered. In absence of recent or reliable state standardized test data, local standardized test scores such as LEAP or Scantron may be used.

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3. **Progress in the curriculum, including teacher input:** The student's grades and teacher input will be considered. If the recommendation from this analysis is that the student is ready to be reclassified, the final criteria will be considered.
4. **Parental input:** Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.

SUPPORT and MONITORING OF RFEP STUDENTS:

In order to gather data on the success of the ELL program and the validity of the board approved reclassification criteria and processes, CalCA leadership will collect data and periodically report to the Board of Directors regarding the number of ELL students, the number of years students have been ELL, the reclassification rates and the success of RFEP students. [Part of the reporting will include the status of the English Learner Progress Indicator from the California School Dashboard results.](#)

Once a student is moved to RFEP status, an RFEP date is assigned and the student is monitored for two years from the RFEP date. Monitoring will include formal reviews a minimum of three times throughout the school year. If the student is struggling, additional academic support will be provided, based on an individual assessment of the student's needs.

RESPONSIBILITY:

The Director of Student Services, overseeing and in conjunction with the ELL Program Coordinator, is responsible for identifying students who may be reclassified based on [CELDT](#) scores and for applying and documenting the remainder of the criteria, and for oversight of proper application of the reclassification policy to reclassification of ELL students.

The State Testing Coordinator is responsible for identification of students who need to take the [CELDT](#) and for the [CELDT](#) administration and scoring.

The Director of Business Services, overseeing and in conjunction with the [staff member responsible for State Reporting](#), is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified, and for collecting any audit documentation or procedures that involve ELL or RFEP students.

The teaching staff assigned to each ELL or RFEP student is responsible for instruction

of ELL students, assistance with monitoring of RFEP students, and for providing input into reclassification decisions.

August 8, 2018

To: California Connections Academy Board of Directors
From: Erin Erdley, Senior Federal Programs Analyst
Subject: Approval of Updates to Homeless Education Policy

Attached please find the updated Homeless Education Policy. The revisions reflect the changes based on the implementation of ESSA and state rules, and combine all four schools' policies into one document. A redlined version showing where changes occurred also is attached. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. Thank you.

Attachment: Homeless Education Policy
cc: Franci Sassin

Homeless Education, Title X: McKinney-Vento Policy California Connections Academy ~~@Capistrano~~Schools

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy ~~Schools @ Capistrano~~ (“The School”) will ensure that homeless children and youth are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in Connexus® and at ~~any~~the school ~~office~~ location~~site~~.

Definitions

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth’s living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of “fixed, regular and adequate nighttime residence” and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, Students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also ~~same~~ applies if a child or youth loses his or her housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California.

Enrollment

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. The Master Agreement is required by California law and will be collected as part of the application process. School staff will expedite collection of the Master Agreement so that it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately. Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311-6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED by the Board of Directors on:_____ **(Date)**

2018-19 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her grade-specific studies.
2. Enable the student to successfully complete his/her assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is attached to this Master Agreement and is included as part of each Monthly Assignment and Work Record.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record. The course of study and possible course credits for students in grades 9–12 will be attached to this Master Agreement within two (2) weeks of the student's enrollment date.

III. Regular Reports

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Connexus Log Entries. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted via U.S. Mail, in person, and/or through Connexus, via an online "drop box" or via email submission. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)



VI. Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study must be offered the alternative of classroom instruction and must have the option of returning to the classroom at any time. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the School Charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., “Assignment Time”). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code 51747 (a))
4. As per Education Code 51747, the Board has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
 - Missing two (2) consecutive contact appointments between the student and teacher
 - A “participation rate” of less than seventy percent (70%) in the school’s Educational Management System (Connexus) over a period of four (4) weeks
 - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code 51747 (b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, the school may withdraw the student for non-compliance with the Master Agreement.

5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student’s IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits attached to this document and found in Connexus.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
 - b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
 - c. English language testing (currently the ELPAC or CELDT) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
 - d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student’s placement in this Independent Study School. The signature below of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.



2018-19 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name	Legal First Name	Legal Middle Name
Male Female / /	2018-19	
Gender (Optional)	Date of Birth	Grade for 2018-19 School Year School Year
Street Address		County
City		State ZIP Code
Home Phone	Work Phone	Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program. (NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures are not acceptable. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Designated Learning Coach Name (Last, First Middle) (if someone other than a parent/guardian has been designated)	Signature	Date
Other Name (Last, First Middle) (directly responsible for providing assistance to the student)	Signature	Date

Internal Use Only: <input type="checkbox"/>	Date Agreement Begins: _____	Date Agreement Ends: _____
California Connections Academy School (check one): <input type="checkbox"/> Capistrano <input checked="" type="checkbox"/> Central Coast <input type="checkbox"/> Central Valley <input type="checkbox"/> Ripon <input type="checkbox"/> North Bay		
Supervising Teacher Name (Last, First Middle)	Signature	Date



TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name		Legal First Name		Legal Middle Name
User ID	Date of Birth	Grade for 2018-19 School Year	2018-2019 School Year	Gender

Agreement to Terms

I agree to the use of an electronic method of signature and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

~~We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement and we acknowledge that any violation may result in removal of the student from this Independent Study Program.~~

NOTE: All signatures must be in original handwriting, typed or electronic signatures are not acceptable.

Internal Use Only:	Date Agreement Begins:		Date Agreement Ends:	
California Connections Academy School (check one):	Capistrano	Central Coast	Central Valley	Ripon North Bay
Supervising Teacher Name (Last, First Middle)	Signature		Date	
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature		Date	
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature		Date	
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature		Date	
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature		Date	
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Name of Other Teacher Providing Instruction (Last, First Middle)	Signature		Date	

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2018–2019 Master Agreement Signature Page -

This document constitutes an accurate substitute for page 3 of the Master Agreement, as approved by the Board of Directors. The entire Master Agreement contract is available in the Virtual Library. The signer has been given the Master Agreement and understands that this is not the entire Agreement, but just the signature page.

Student Information

Student Name:

Education Management ID Number: 2618769

Date of Birth (MM/DD/YYYY): 12/23/2003

Current Grade Level: 9

Enrollment Date: 9/4/2018

Agreement to Terms

2018–2019 School Year

By signing below, you agree to the following terms.

I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

Date Agreement begins: 9/4/2018

Date Agreement ends: 6/18/2019

Enrolled School Location: CalCAN

Name of teacher providing instruction: **Date:**

Name of teacher providing instruction: **Date:**

Name of teacher providing instruction: **Date:**

Name of teacher providing instruction: **Date:**

The above is a sample of the Dataview for teachers to sign the Master Agreement. In order to start digital teacher signatures, we propose to

REPLACE THE TEACHER “AGREEMENT TO TERMS” WITH THE LANGUAGE BELOW:

I agree to the use of an electronic method of signature and I acknowledge by entering my name below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

California Connections Academy @North Bay

Spending Plan for funds from the Education Protection Account For the 2014-15 through 2017-18 and 2018-19 Fiscal Years

Presented to the Board of Directors on August 28, 2018

Background

Proposition 30, enacted in November of 2012, established the Education Protection Account (EPA). The new revenues generated from Proposition 30 are deposited into this newly created state account, and funds are distributed quarterly, starting in 2013-14. The EPA funding must not be spent on administrative activities, but rather must be spent on instructional expenditures. At the May, 2013 board meeting, the board adopted a resolution detailing the intention of its charter schools to comply with all requirements of the EPA funding. These funds will be received and spent annually. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then posted on the school's public website. After final expenditures have occurred, those must also be posted in the website. What follows is the proposed spending plan both for the EPA funding that we have received, as well as for the funding that we will be receiving.

Funding

The amount of the 2014-15 funds received and expended was \$13,626.

The amount of the 2015-15 funds received and expended was \$20,696.

The amount of the 2016-17 funds received and expended was \$28,198.

The amount of the 2016-17 funds received and expended was \$33,494.

The estimated amount of the 2018-19 funds expected to be received and spent in accordance with this plan could be as much as \$32,000, and may be more.

Uses

We used the EPA funds for 2014-15 and 2017-18, and plan to use the funds during 2018-19, to pay for teacher salaries and benefits.

California Connections Academy @ Central

Spending Plan for funds from the Education Protection Account For the 2012-12 through 2017-18 and 2018-19 Fiscal Years

Presented to the Board of Directors on August 28, 2018

Background

Proposition 30, enacted in November of 2012, established the Education Protection Account (EPA). The new revenues generated from Proposition 30 are deposited into this newly created state account, and funds are distributed quarterly, starting in 2013-14. The EPA funding must not be spent on administrative activities, but rather must be spent on instructional expenditures. At the May, 2013 board meeting, the board adopted a resolution detailing the school's intention to comply with all requirements of the EPA funding. These funds will be received and spent annually. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then posted on the school's public website. After final expenditures have occurred, those must also be posted in the website. What follows is the proposed spending plan both for the EPA funding that we have received, as well as for the funding that we will be receiving.

Funding

The amount of the 2012-13 funds received and expended was \$293,904.

The amount of the 2013-14 funds received and expended was \$324,060.

The amount of the 2014-15 funds received and expended was \$467,685, which includes a prior year adjustment amount of \$1,334.

The amount of the 2015-16 funds received and expended was \$563,325, which includes a prior year adjustment amount of \$1,806.

The amount of the 2016-17 funds received and expended was \$593,779, which includes a prior year adjustment amount of \$4,446.

The amount of the 2017-18 funds received and expended was \$598,544, which includes a prior year adjustment amount of \$3,266.

The estimated amount of the 2018-19 funds expected to be received and to be spent in accordance with this plan could be as much as \$552,000, and may be more.

Uses

We used the funds for 2012-13 through 2017-18, and plan to use the funds during 2018-19, to pay for teacher salaries and benefits.

California Connections Academy @Ripon

Spending Plan for funds from the Education Protection Account For the 2012-13 through 2017-18 plus 2018-19 Fiscal Years

Presented to the Board of Directors on August 28, 2018

Background

Proposition 30, enacted in November of 2012, established the Education Protection Account (EPA). The new revenues generated from Proposition 30 are deposited into this newly created state account, and funds are distributed quarterly, starting in 2013-14. The EPA funding must not be spent on administrative activities, but rather must be spent on instructional expenditures. At the May, 2013 board meeting, the board adopted a resolution detailing the school's intention to comply with all requirements of the EPA funding. These funds will be received and spent annually. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then posted on the school's public website. After final expenditures have occurred, those must also be posted in the website. What follows is the proposed spending plan both for the EPA funding that we have received, as well as for the funding that we will be receiving.

Funding

The amount of the 2012-13 funds received and expended was \$258,533.

The amount of the 2013-14 funds received and expended was \$598,158.

The amount of the 2014-15 funds received and expended was \$984,903, which includes a prior year adjustment amount of \$2,595.

The amount of the 2015-16 funds received and expended was \$1,252,373, which includes a prior year adjustment amount of \$3,803.

The amount of the 2016-17 funds received and expended was \$1,394,482, which includes a prior year adjustment amount of \$9,886.

The amount of the 2017-18 funds received and expended was \$1,588,354, which includes a prior year adjustment amount of \$7,674.

The estimated amount of 2018-19 funds expected to be received and to be spent in accordance with this plan is \$1,441,000, and could be more.

Uses

We used the EPA funds for the years 2012-13 through 2017-18, and plan to use the funds during 2018-19, to pay for teacher salaries and benefits.

Capistrano Connections Academy

Spending Plan for funds from the Education Protection Account For the 2012-13 through 2017-18 plus 2018-19 Fiscal Years

Presented to the Board of Directors on August 28, 2018

Background

Proposition 30, enacted in November of 2012, established the Education Protection Account (EPA). The new revenues generated from Proposition 30 are deposited into this newly created state account, and funds are distributed quarterly, starting in 2013-14. The EPA funding must not be spent on administrative activities, but rather must be spent on instructional expenditures. At the May, 2013 board meeting, the board adopted a resolution detailing the school's intention to comply with all requirements of the EPA funding. These funds will be received and spent annually. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then posted on the school's public website. After final expenditures have occurred, those must also be posted in the website. What follows is the proposed spending plan both for the EPA funding that we have received, as well as for the funding that we will be receiving.

Funding

The amount of the 2012-13 funds received and expended was \$1,789,286.

The amount of the 2013-14 funds received and expended was \$1,690,932.

The amount of the 2014-15 funds received and expended was \$1,084,156 which includes a prior year adjustment amount of \$14,744.

The amount of funds received for 2015-16 and expended was \$634,858 which includes a prior year adjustment amount of \$86,524.

The amount of funds received for 2016-17 and expended was \$642,584.

The amount of funds received for 2017-18 and expended was \$700,974.

The amount of funds expected to be received for 2018-19 and to be spent in accordance with this plan will be a minimum of \$682,000, and may be more.

Uses

We used the EPA funds for the years 2012-13 through 2017-18, and plan to use the funds during 2018-19, to pay for teacher salaries and benefits.

Californiapistrano Connections Academy Schools
UNIFORM COMPLAINT PROCEDURE

Initially approved by the Board of Directors on November 19, 2013

Revisions approved August 23, 2016

Revisions approved August 22, 2017

Revision proposed August 28, 2018

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

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ Ripon
California Connections Academy @ North Bay

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

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

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

1. **Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the ~~school's~~ schools' programs and/or activities based on:**
 - a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression;
 - b. the perception of one or more of such characteristics; or

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

2. **Any complaints regarding the ~~school's~~schools' failure to comply with:**

- a. the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities,
- b. any requirements for the development and adoption of a school safety plan;
- c. the requirements for the development and adoption of a Local Control and Accountability Plan, Annual Update, [LCAP Addendum](#), or other Plan compliance requirements,
- d. the McKinney Vento Act regarding homeless students,
- e. applicable consolidated categorical aid programs,
- f. migrant education,
- g. applicable career technical and technical education training programs,
- h. special education programs,
- i. federally funded programs such as Title I,
- j. federal Title IX requirements which prohibit discrimination based on , sex or sexual orientation, gender, gender identity, or gender expression,
- k. lactation accommodations for students,
- l. enrollment, placement, transfer and educational services to foster and homeless youth,
- m. discrimination against [LGBTQIA](#) youth,
- n. student free speech and
- o. other legal requirements for charter schools.

PROCEDURAL REQUIREMENTS for the Uniform Complaint Procedures

Compliance Officer(s)

Complaints must be in writing and should be directed to the ~~school's~~schools' designated "Compliance Officer(s)", listed below:

~~Site Administrator~~[Executive Director](#)
~~c/o California~~[Capistrano](#) Connections Academy [Schools](#)
33272 Valle Rd.
San Juan Capistrano, CA 92675
949-461-1667

The Compliance Officer will receive and investigate complaints and ensure the ~~school's~~schools' compliance with laws applicable to the complaint(s). The Compliance Officer or designee will ensure that any employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible; these employees may also have access to legal counsel as determined appropriate by the Compliance Officer or designee.

If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the complaint may, alternatively, submit their complaint to the Compliance Officer's supervisor or a member of the school board.

Notifications

The Compliance Officer or designee will provide annual written notification of the [school's/schools'](#) Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties by posting it on the [school's/schools'](#) public web site. If 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language.

The uniform complaint procedure notice will:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code;
3. Include information about complaints that may be related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075;
4. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;
5. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and
6. Include statements that:
 - a. The school is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying;

- d. The complainant has a right to appeal the [school's/schools'](#) decision to the CDE by filing a written appeal within 15 calendar days of receiving the [school's/schools'](#) decision;
- e. The appeal to the CDE must include a copy of the complaint filed with the school and a copy of the schools' decision; and
- f. Copies of the [school's/schools'](#) [Uniform Complaint Procedures](#) are available free of charge.

Procedures

All complaints will be investigated and resolved within 60 calendar days of the [schools' Charter's](#) receipt of the complaint.

The Compliance Officer or designee will maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

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

UNIFORM COMPLAINT PROCEDURES

1. Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the [schools](#).

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will stamp each complaint with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the

[school's/schools' Site Administrator or](#) Principal, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 *et seq.* (Pupil Fees).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, school staff shall assist him/her with filing the complaint.

Anonymous complaints related to Local Control and Accountability Plan compliance are acceptable so long as such complaints provide evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Article 4.5 of Title 2 of the Education Code.

2. Step 2: Mediation

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer will make all arrangements for this process.

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

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

The use of mediation does not extend the [school's/schools'](#) 60-day timeline for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

3. Step 3: Investigation of Complaint

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

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

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

4. Step 4: Response

Within thirty (30) days of receiving the complaint, the Compliance Officer will prepare and send to the complainant a written response of the schools' investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision will be final.

If the Board hears the complaint, the Compliance Officer will send the Board's decision to the complainant within sixty (60) calendar days of the school initially receiving the complaint, or within the time period that has been specified in a written agreement with the complainant.

5. Step 5: Final Written Decision

The schools' decision will be in writing and sent to the complainant within sixty (60) days of receipt of a complaint.

The schools' decision will be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision will include:

1. The findings of fact based on the evidence gathered;
2. Any legal analysis;
3. The schools' decision about the complaint;
4. The reason for the decision;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal the schools' decision within fifteen (15) calendar days to the California Department of Education (CDE), and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation, or bullying/cyberbullying based on state law shall include a notice that the complainant must

wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges is found to have merit, the school shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans is found to have merit, the schools shall provide a remedy to all affected students and parents/guardians.

If a complaint alleging noncompliance with the laws regarding foster and homeless youth, or regarding lactation accommodations for students, is found to have merit, Californiapistrano Connections Academy Schools shall provide a remedy to any affected student.

6. Appeals to the California Department of Education (CDE)

If the complainant is dissatisfied with the school's schools' decision, s/he may appeal in writing to the California Department of Education (CDE). The complainant shall file his/her appeal within fifteen (15) calendar days of receiving the school's schools' decision; the appeal shall specify the basis for the appeal of the school's schools' decision and whether the complainant believes the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the school's schools' decision.

Upon notification by the CDE that the complainant has appealed the school's schools' decision, the Compliance Officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by the school, if not covered by the decision;
4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
6. A copy of the school's schools' complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the schools when one of the conditions listed in 5 CCR 4650 exists, including when the schools have not taken action within sixty (60) calendar days of the date the complaint was filed with the school. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

An individual filing an appeal related to Local Control and Accountability Plan compliance requirements shall receive a written appeal decision within 60 days of receipt of the appeal. If the appeal is found to have merit, the CDE shall provide a remedy to all affected students and parents/guardians.

7. Civil Law Remedies

A complainant may pursue available civil law remedies outside the schools' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

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

~~Capistrano Connections Academy~~
California Connections Academy Schools

(CalCA@Capistrano)

Operating as:

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ Ripon
California Connections Academy @ North Bay

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)
2018-197-18

For students, employees, parents/guardians, Learning Coaches, school advisory committee members, appropriate private school or school district officials, and other interested parties

California Connections Academy SchoolsCA@Capistrano has the primary responsibility to insure compliance with applicable state and federal laws and regulations and the Board of Directors has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying/cyberbullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

California Connections Academy SchoolsCA@Capistrano shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying/cyberbullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, immigration status, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws regarding:

- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Special Education Programs
- Safety Planning Requirements
- Student Free Speech
- Local Control and Accountability Plans, Annual Updates, LCAP Addendum, or other Plan compliance requirements, pursuant to Article 4.5 of Title 2 of the Education Code
- Lactation accommodations for pupils, pursuant to Section 222 of the Education Code
- Enrollment, placement, transfer and educational services to foster and homeless youth, pursuant to Sections 48853, 48853.5, 49069.5, 51225.1 and 51225.2 of the Education Code

- Discrimination against LGBTQIA youth, pursuant to Section 234.1(b) of the Education Code
- Discrimination which is in violation of federal Title IX requirements pursuant to Section 221.61 of the Education Code

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the school's Uniform Complaint Procedure (UCP). A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

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

Complaints must be filed in writing with the following compliance officer:

~~Heather Tamayo, Site Administrator~~[Executive Director](#)
~~c/o California Connections Academy Schools~~[Capistrano Connections Academy](#)
 33272 Valle Rd.
 San Juan Capistrano, CA 92675
 949-461-1667

Complaints of noncompliance with laws relating to pupil fees may also be filed with the [principal Site Administrator or a Principal](#) of the school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Anonymous complaints related to Local Control and Accountability Plan compliance are acceptable so long as such complaints provide evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Article 4.5 of Title 2 of the Education Code. If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans is found to have merit, CalCA@Capistrano shall provide a remedy to all affected students and parents/guardians.

Complaints alleging discrimination, harassment, intimidation, or bullying/cyberbullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying/cyberbullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying/cyberbullying, unless the time for filing is extended by the [Principal/Executive Director](#) or his or her designee.

If a complaint alleging noncompliance with the laws regarding foster and homeless youth, or regarding lactation accommodations for students, is found to have merit, [California Connections Academy Schools](#)~~CA@Capistrano~~ shall provide a remedy to any affected student.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be

extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal ~~CalCA@Capistrano's~~ the Decision of California Connections Academy Schools to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving ~~CalCA@Capistrano's~~ the Decision. The appeal must include a copy of the complaint filed with California Connections Academy Schools ~~CA@Capistrano~~ and a copy of the ~~CalCA@Capistrano's~~ Decision.

An individual filing an appeal related to Local Control and Accountability Plan compliance requirements shall receive a written appeal decision within 60 days of receipt of the appeal. If the appeal is found to have merit, the CDE shall provide a remedy to all affected students and parents/guardians.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying/cyberbullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CapoCA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of California Connections Academy School ~~CA@Capistrano's~~ UCP policy and complaint procedures shall be available free of charge. The UCP can be found on the school's web site and is also available via a link in the School Handbook Supplement.

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Administration	Allen, Jessica J.	School Enroll Spec		\$ 50,714.43		0.08	\$ 4,057.15	\$ 54,771.58
CA- CalCA Administration	Batin, Ana Lee V.	School Admin Asst II		\$ 34,612.53		0.04	\$ 1,384.50	\$ 35,997.03
CA- CalCA Administration	Carrasco, Tiffany	AsstDir of Business Services		\$ 76,960.00		0.12	\$ 9,235.20	\$ 86,195.20
CA- CalCA Administration	Carter, Marissa M.	Asst Principal I		\$ 80,984.00		0.1	\$ 8,098.40	\$ 89,082.40
CA- CalCA Administration	Colombero, Julie B.	Sr Mgr, School Outreach		\$ 80,000.00		0.1	\$ 8,000.00	\$ 88,000.00
CA- CalCA Administration	Cunningham, Lauren	Asst Principal I		\$ 78,000.00		0.1	\$ 7,800.00	\$ 85,800.00
CA- CalCA Administration	Dombek, Leslie M.	Site Administrator II		\$ 91,432.18		0.12	\$ 10,971.86	\$ 102,404.04
CA- CalCA Administration	Eng, Hazel U.	Mgr of Counseling Svcs		\$ 67,525.02		0.1	\$ 6,752.50	\$ 74,277.52
CA- CalCA Administration	Ervin, Scott A.	Asst Principal II		\$ 85,280.00		0.12	\$ 10,233.60	\$ 95,513.60
CA- CalCA Administration	Galindo, Vanessa	School Admin Asst III		\$ 42,724.84		0.08	\$ 3,417.99	\$ 46,142.83
CA- CalCA Administration	Gustin, Tanya J.	Dir of Student Services		\$ 99,720.00		0.15	\$ 14,958.00	\$ 114,678.00
CA- CalCA Administration	Hardy, Mia S.	Dir of Counseling		\$ 80,211.46		0.15	\$ 12,031.72	\$ 92,243.18
CA- CalCA Administration	Jamero, Bernadette Q.	School Exec Assistant		\$ 47,113.81		0.1	\$ 4,711.38	\$ 51,825.19
CA- CalCA Administration	Jespersen, Danielle M.	School Admin Asst III		\$ 38,190.27		0.08	\$ 3,055.22	\$ 41,245.49
CA- CalCA Administration	Joy, Patty	School Admin Asst II		\$ 34,508.53		0.05	\$ 1,725.43	\$ 36,233.95
CA- CalCA Administration	Larson, Deborah	Mgr of School Office		\$ 56,854.55		0.1	\$ 5,685.46	\$ 62,540.01
CA- CalCA Administration	Le, Tracy D.	AsstDir of Business Services		\$ 75,920.00		0.12	\$ 9,110.40	\$ 85,030.40
CA- CalCA Administration	Lopez, Tiffany C.	School Admin Asst III		\$ 35,245.29		0.08	\$ 2,819.62	\$ 38,064.91
CA- CalCA Administration	Mannix, Kara L.	Principal II		\$ 119,964.23		0.18	\$ 21,593.56	\$ 141,557.79
CA- CalCA Administration	Medina, Byanka A.	School Admin Asst III		\$ 36,006.18		0.05	\$ 1,800.31	\$ 37,806.49
CA- CalCA Administration	Mojica, Sandy	School Admin Asst II		\$ 34,508.53		0.05	\$ 1,725.43	\$ 36,233.95
CA- CalCA Administration	Nims, Nicole B.	School Admin Asst I		\$ 31,305.20		0.04	\$ 1,252.21	\$ 32,557.41
CA- CalCA Administration	Pinckney, Tracy A.	Asst Principal I		\$ 85,553.60		0.1	\$ 8,555.36	\$ 94,108.96
CA- CalCA Administration	Reyes, Sarah P.	School Admin Asst I		\$ 30,681.18		0.05	\$ 1,534.06	\$ 32,215.24
CA- CalCA Administration	Romero, Ricardo	Dir Student Achievement		\$ 125,000.00		0.20	\$ 25,000.00	\$ 150,000.00
CA- CalCA Administration	Sassin, Frances	Dir of Business Services		\$ 112,988.64		0.2	\$ 22,597.73	\$ 135,586.37
CA- CalCA Administration	Savage, Richard S.	School Leader		\$ 141,277.58		0.25	\$ 35,319.39	\$ 176,596.97
CA- CalCA Administration	Schultz, Andrew J.	Sr Mgr of Special Edu		\$ 87,838.40		0.12	\$ 10,540.61	\$ 98,379.01
CA- CalCA Administration	Seniseros, Patricia M.	School Admin Asst III		\$ 37,004.62		0.05	\$ 1,850.23	\$ 38,854.85
CA- CalCA Administration	Silver, Ashley C.	Mgr of Student Services		\$ 75,600.00		0.1	\$ 7,560.00	\$ 83,160.00
CA- CalCA Administration	Tamayo, Heather M.	Principal II		\$ 107,736.82		0.18	\$ 19,392.63	\$ 127,129.45
CA- CalCA Administration	Villafana, Claudia M.	School Admin Asst II		\$ 33,468.49		0.08	\$ 2,677.48	\$ 36,145.97
CA- CalCA Administration	White, Marcus T.	Principal II		\$ 109,289.82		0.18	\$ 19,672.17	\$ 128,961.99
CA- CalCA Administration	Zargar, Parvaneh	Sr Mgr State Attendance		\$ 58,688.00		0.12	\$ 7,042.56	\$ 65,730.56
CA- CalCA Teachers	Afatonis, Mikkail A.	Teacher - Secondary		\$ 56,680.00		0.05	\$ 2,834.00	\$ 59,514.00
CA- CalCA Teachers	Alameida, Jose C.	Teacher - Secondary	Specialist Teacher	\$ 52,676.20	\$ 6,321.14	0.08	\$ 4,214.10	\$ 63,211.44
CA- CalCA Teachers	Arndt, Heather L.	Teacher - Secondary	Lead Teacher	\$ 54,080.00	\$ 4,867.20	0.08	\$ 4,326.40	\$ 63,273.60
CA- CalCA Teachers	Arnesen, Aimee	Teacher - Special Edu		\$ 58,710.00		0.05	\$ 2,935.50	\$ 61,645.50

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Atilano, Brandi Y.	Teacher - Elementary	Specialist Teacher	\$ 52,206.02	\$ 6,264.72	0.08	\$ 4,176.48	\$ 62,647.22
CA- CalCA Teachers	Avedian, Jennifer D.	Teacher - Secondary		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00
CA- CalCA Teachers	Axson, Susan	School Counselor		\$ 54,080.00		0.05	\$ 2,704.00	\$ 56,784.00
CA- CalCA Teachers	Ayers, Hollie J.	Teacher - Secondary	Lead Teacher	\$ 50,053.35	\$ 4,504.80	0.08	\$ 4,004.27	\$ 58,562.42
CA- CalCA Teachers	Baez, Jessica	School Counselor	Coordinator Teacher	\$ 50,960.00	\$ 2,038.40	0.05	\$ 2,548.00	\$ 55,546.40
CA- CalCA Teachers	Baham, Jennifer M.	Teacher - Secondary		\$ 62,220.00		0.05	\$ 3,111.00	\$ 65,331.00
CA- CalCA Teachers	Baker, Leslie T.	Teacher - Secondary		\$ 45,500.00		0.04	\$ 1,820.00	\$ 47,320.00
CA- CalCA Teachers	Bakhos, Joseph W.	Teacher - Secondary		\$ 59,280.00		0.1	\$ 5,928.00	\$ 65,208.00
CA- CalCA Teachers	Ballard, Danielle	Teacher - Advisory		\$ 53,820.00		0.08	\$ 4,305.60	\$ 58,125.60
CA- CalCA Teachers	Barcenas, Leticia I.	Teacher - Secondary	Specialist Teacher	\$ 53,820.00	\$ 6,458.40	0.05	\$ 2,691.00	\$ 62,969.40
CA- CalCA Teachers	Barto, Heidi M.	Teacher - Secondary		\$ 56,000.00		0.04	\$ 2,240.00	\$ 58,240.00
CA- CalCA Teachers	Benharris, Steven P.	Teacher - Secondary		\$ 51,480.00		0.08	\$ 4,118.40	\$ 55,598.40
CA- CalCA Teachers	Ben-Joseph, Alyson L.	Teacher - Secondary		\$ 55,120.00		0.05	\$ 2,756.00	\$ 57,876.00
CA- CalCA Teachers	Benumof, Kimberley K.	Teacher - Secondary		\$ 54,600.00		0.08	\$ 4,368.00	\$ 58,968.00
CA- CalCA Teachers	Berris, William J.	School Counselor	Specialist Teacher	\$ 62,400.00	\$ 7,488.00	0.05	\$ 3,120.00	\$ 73,008.00
CA- CalCA Teachers	Berry, Danielle L.	Family Relationship Coord	Lead Teacher	\$ 57,460.00	\$ 5,171.40	0.05	\$ 2,873.00	\$ 65,504.40
CA- CalCA Teachers	Blackburn, Shanon C.	Teacher - Secondary		\$ 63,503.41		0.08	\$ 5,080.27	\$ 68,583.68
CA- CalCA Teachers	Blackburn, Stephanie J.	Teacher - Elementary		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00
CA- CalCA Teachers	Bouillercer, Danielle A.	Teacher - Secondary	Coordinator Teacher	\$ 44,720.00	\$ 1,788.80	0.05	\$ 2,236.00	\$ 48,744.80
CA- CalCA Teachers	Bowe, Daniel R.	Teacher - Secondary	Coordinator Teacher	\$ 54,075.00	\$ 2,163.00	0.08	\$ 4,326.00	\$ 60,564.00
CA- CalCA Teachers	Braden, Amanda M.	Teacher - Special Edu		\$ 53,040.00		0.05	\$ 2,652.00	\$ 55,692.00
CA- CalCA Teachers	Bradford, Cynthia R.	Teacher - Secondary		\$ 53,024.40		0.05	\$ 2,651.22	\$ 55,675.62
CA- CalCA Teachers	Bradley, Lauren E.	Teacher - Secondary		\$ 53,040.00		0.08	\$ 4,243.20	\$ 57,283.20
CA- CalCA Teachers	Brinlee, Kelli J.	Teacher - Advisory		\$ 49,215.00		0.05	\$ 2,460.75	\$ 51,675.75
CA- CalCA Teachers	Brown, Scott D.	Teacher - Secondary		\$ 47,320.00		0.05	\$ 2,366.00	\$ 49,686.00
CA- CalCA Teachers	Brown, Tiffany T.	School Counselor		\$ 51,417.60		0.05	\$ 2,570.88	\$ 53,988.48
CA- CalCA Teachers	Brunelle, Lisa S.	Teacher - Secondary	Specialist Teacher	\$ 55,120.00	\$ 6,614.40	0.08	\$ 4,409.60	\$ 66,144.00
CA- CalCA Teachers	Brunner, Jennifer L.	Teacher - Secondary	Master Teacher	\$ 57,687.90	\$ 8,653.19	0.08	\$ 4,615.03	\$ 70,956.12
CA- CalCA Teachers	Burkes, Samantha M.	Teacher - Secondary		\$ 48,558.68		0.08	\$ 3,884.69	\$ 52,443.37
CA- CalCA Teachers	Cable, Kristen	Teacher - Elementary		\$ 43,000.00		0.04	\$ 1,720.00	\$ 44,720.00
CA- CalCA Teachers	Callahan, Amber E.	Teacher - Secondary		\$ 53,300.00		0.08	\$ 4,264.00	\$ 57,564.00
CA- CalCA Teachers	Callman, Stacy L.	Teacher - Secondary		\$ 55,000.00		0.05	\$ 2,750.00	\$ 57,750.00
CA- CalCA Teachers	Cambria, Amber B.	Teacher - Advisory	Master Teacher	\$ 55,912.50	\$ 8,386.88	0.08	\$ 4,473.00	\$ 68,772.38
CA- CalCA Teachers	Cannon, Tara E.	Teacher - Elementary	Coordinator Teacher	\$ 47,320.00	\$ 1,892.80	0.05	\$ 2,366.00	\$ 51,578.80
CA- CalCA Teachers	Canto, Samantha J.	Teacher - Secondary		\$ 50,440.00		0.05	\$ 2,522.00	\$ 52,962.00
CA- CalCA Teachers	Casella, Angela S.	Teacher - Elementary		\$ 53,560.00		0.08	\$ 4,284.80	\$ 57,844.80
CA- CalCA Teachers	Caseri, Thanette R.	Teacher - Elementary	Master Teacher	\$ 44,720.00	\$ 6,708.00	0.08	\$ 3,577.60	\$ 55,005.60

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Chacon, Teresa S.	Teacher - Secondary		\$ 50,960.00		0.08	\$ 4,076.80	\$ 55,036.80
CA- CalCA Teachers	Christensen, Susan B.	Teacher - Elementary	Specialist Teacher	\$ 48,868.66	\$ 5,864.24	0.08	\$ 3,909.49	\$ 58,642.39
CA- CalCA Teachers	Chung, Erin	Teacher - Secondary		\$ 53,040.00		0.08	\$ 4,243.20	\$ 57,283.20
CA- CalCA Teachers	Chung, Lea C.	Teacher - Secondary		\$ 51,220.00		0.08	\$ 4,097.60	\$ 55,317.60
CA- CalCA Teachers	Comfort, Villette K.	Teacher - Secondary		\$ 48,880.00		0.05	\$ 2,444.00	\$ 51,324.00
CA- CalCA Teachers	Conlon, John E.	Teacher - Special Edu		\$ 54,484.00		0.05	\$ 2,724.20	\$ 57,208.20
CA- CalCA Teachers	Conway, Richard C.	Teacher - Secondary		\$ 46,061.60		0.05	\$ 2,303.08	\$ 48,364.68
CA- CalCA Teachers	Costa, Steven J.	Teacher - Secondary		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00
CA- CalCA Teachers	Counts, Ryan S.	Teacher - Secondary	Lead Teacher	\$ 47,320.00	\$ 4,258.80	0.08	\$ 3,785.60	\$ 55,364.40
CA- CalCA Teachers	Cruz Rodriguez, Luis M.	Teacher - Secondary		\$ 51,220.00		0.05	\$ 2,561.00	\$ 53,781.00
CA- CalCA Teachers	Curtis, Allyson	Teacher - Advisory	Master Teacher	\$ 57,041.70	\$ 8,556.26	0.1	\$ 5,704.17	\$ 71,302.13
CA- CalCA Teachers	Daseler, Bryan C.	Teacher - Secondary		\$ 46,500.00		0.05	\$ 2,325.00	\$ 48,825.00
CA- CalCA Teachers	Da'Vol, Courtney M.	Teacher - Secondary		\$ 47,840.00		0.05	\$ 2,392.00	\$ 50,232.00
CA- CalCA Teachers	De, Paromita D.	Teacher - Secondary		\$ 55,120.00		0.08	\$ 4,409.60	\$ 59,529.60
CA- CalCA Teachers	Dean, Kyrra E.	Teacher - Secondary		\$ 50,700.00		0.05	\$ 2,535.00	\$ 53,235.00
CA- CalCA Teachers	DeBoer, Stanley G.	Teacher - Special Edu		\$ 57,222.17		0.08	\$ 4,577.77	\$ 61,799.94
CA- CalCA Teachers	Deckert, Cara A.	Teacher - Secondary		\$ 48,880.00		0.05	\$ 2,444.00	\$ 51,324.00
CA- CalCA Teachers	DeHart, Elizabeth D.	Teacher - Special Edu		\$ 55,650.00		0.05	\$ 2,782.50	\$ 58,432.50
CA- CalCA Teachers	Denman, Hilary G.	Teacher - Elementary		\$ 46,800.00		0.05	\$ 2,340.00	\$ 49,140.00
CA- CalCA Teachers	Dewey, Jerri J.	Teacher - Secondary		\$ 50,000.00		0.04	\$ 2,000.00	\$ 52,000.00
CA- CalCA Teachers	Dickman, Kelsey	Teacher - Secondary	Coordinator Teacher	\$ 44,720.00	\$ 1,788.80	0.05	\$ 2,236.00	\$ 48,744.80
CA- CalCA Teachers	DiMizio, Jessica J.	Teacher - Secondary	Coordinator Teacher	\$ 51,480.00	\$ 2,059.20	0.05	\$ 2,574.00	\$ 56,113.20
CA- CalCA Teachers	Dlab, Ashley E.	Teacher - Secondary		\$ 47,320.00		0.05	\$ 2,366.00	\$ 49,686.00
CA- CalCA Teachers	Doyle, Matthew J.	Teacher - Secondary		\$ 49,400.00		0.08	\$ 3,952.00	\$ 53,352.00
CA- CalCA Teachers	Dreifus, Ryan M.	Teacher - Secondary	Master Teacher	\$ 49,350.00	\$ 7,402.50	0.08	\$ 3,948.00	\$ 60,700.50
CA- CalCA Teachers	Duckworth, Katherine	Teacher - Special Edu		\$ 56,160.00		0.05	\$ 2,808.00	\$ 58,968.00
CA- CalCA Teachers	Dunker, William	Teacher - Secondary		\$ 51,500.00		0.04	\$ 2,060.00	\$ 53,560.00
CA- CalCA Teachers	Dunkley, Shawn K.	Teacher - Secondary		\$ 46,800.00		0.05	\$ 2,340.00	\$ 49,140.00
CA- CalCA Teachers	Dwivedi, Mukul R.	Teacher - Advisory		\$ 51,740.00		0.08	\$ 4,139.20	\$ 55,879.20
CA- CalCA Teachers	Ehrke, Mary N.	Teacher - Advisory		\$ 51,187.50		0.08	\$ 4,095.00	\$ 55,282.50
CA- CalCA Teachers	Ela, Kristen C.	Teacher - Secondary	Coordinator Teacher	\$ 48,880.00	\$ 1,955.20	0.08	\$ 3,910.40	\$ 54,745.60
CA- CalCA Teachers	Elizondo, Siegfried P.	Teacher - Secondary	Lead Teacher	\$ 56,569.13	\$ 5,091.22	0.08	\$ 4,525.53	\$ 66,185.88
CA- CalCA Teachers	Emig, Rebecca L.	Teacher - Secondary		\$ 56,000.00		0.04	\$ 2,240.00	\$ 58,240.00
CA- CalCA Teachers	Emilcar, Charon	Teacher - Secondary	Lead Teacher	\$ 50,960.00	\$ 4,586.40	0.05	\$ 2,548.00	\$ 58,094.40
CA- CalCA Teachers	Emuge, Anyumel R.	Teacher - Advisory		\$ 53,300.00		0.05	\$ 2,665.00	\$ 55,965.00
CA- CalCA Teachers	Entezari, Sarah A.	Teacher - Secondary		\$ 48,000.00		0.04	\$ 1,920.00	\$ 49,920.00
CA- CalCA Teachers	Espinosa, Ana L.	Teacher - Secondary		\$ 57,200.00		0.05	\$ 2,860.00	\$ 60,060.00

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Eystone, Rachel R.	Teacher - Advisory		\$ 50,180.00		0.05	\$ 2,509.00	\$ 52,689.00
CA- CalCA Teachers	Fagundes, Julie K.	Teacher - Advisory		\$ 50,180.00		0.05	\$ 2,509.00	\$ 52,689.00
CA- CalCA Teachers	Fagundes, Rebecca V.	Teacher - Secondary		\$ 46,800.00		0.08	\$ 3,744.00	\$ 50,544.00
CA- CalCA Teachers	Faust, Rebekah J.	Teacher - Secondary		\$ 57,200.00		0.05	\$ 2,860.00	\$ 60,060.00
CA- CalCA Teachers	Felias, Michael A.	Teacher - Secondary		\$ 50,882.00		0.05	\$ 2,544.10	\$ 53,426.10
CA- CalCA Teachers	Finkelstein, Alyssa M.	Teacher - Secondary		\$ 53,560.00		0.08	\$ 4,284.80	\$ 57,844.80
CA- CalCA Teachers	Flint, Sarah M.	Teacher - Secondary		\$ 58,487.52		0.05	\$ 2,924.38	\$ 61,411.90
CA- CalCA Teachers	Flower, Lauren	Teacher - Elementary	Specialist Teacher	\$ 48,204.00	\$ 5,784.48	0.08	\$ 3,856.32	\$ 57,844.80
CA- CalCA Teachers	Folsom, Travis C.	Teacher - Secondary		\$ 45,918.60		0.05	\$ 2,295.93	\$ 48,214.53
CA- CalCA Teachers	Fort-Seamon, Amanda P.	Teacher - Secondary		\$ 53,045.00		0.05	\$ 2,652.25	\$ 55,697.25
CA- CalCA Teachers	Frampton, Denise L.	Teacher - Elementary		\$ 47,320.00		0.05	\$ 2,366.00	\$ 49,686.00
CA- CalCA Teachers	Franco, Jessica E.	Teacher - Secondary	Coordinator Teacher	\$ 52,260.00	\$ 2,090.40	0.05	\$ 2,613.00	\$ 56,963.40
CA- CalCA Teachers	Gammell, Alex D.	Teacher - Special Edu		\$ 60,690.00		0.05	\$ 3,034.50	\$ 63,724.50
CA- CalCA Teachers	Gearing, Rebecca	School Counselor		\$ 61,678.60		0.1	\$ 6,167.86	\$ 67,846.46
CA- CalCA Teachers	George, Angela L.	Teacher - Elementary	Specialist Teacher	\$ 48,880.00	\$ 5,865.60	0.08	\$ 3,910.40	\$ 58,656.00
CA- CalCA Teachers	Gillett, Christina R.	Teacher - Elementary		\$ 49,400.00		0.08	\$ 3,952.00	\$ 53,352.00
CA- CalCA Teachers	Gonzalez, Elizabeth K.	Teacher - Elementary		\$ 52,917.28		0.05	\$ 2,645.86	\$ 55,563.14
CA- CalCA Teachers	Gott, Alison M.	Teacher - Special Edu		\$ 30,250.00		0	\$ -	\$ 30,250.00
CA- CalCA Teachers	Gray, Ashley L.	Teacher - Elementary		\$ 53,040.00		0.05	\$ 2,652.00	\$ 55,692.00
CA- CalCA Teachers	Gray, Michael J.	Teacher - Secondary		\$ 49,275.20		0.05	\$ 2,463.76	\$ 51,738.96
CA- CalCA Teachers	Gray, Rebecca L.	Teacher - Secondary		\$ 47,840.00		0.08	\$ 3,827.20	\$ 51,667.20
CA- CalCA Teachers	Gridley, Joyce M.	Teacher - Secondary		\$ 60,000.00		0.05	\$ 3,000.00	\$ 63,000.00
CA- CalCA Teachers	Grogan, Elliott M.	Teacher - Secondary		\$ 50,960.00		0.05	\$ 2,548.00	\$ 53,508.00
CA- CalCA Teachers	Groves, Angelisha L.	Teacher - Special Edu	Specialist Teacher	\$ 55,650.00	\$ 6,678.00	0.05	\$ 2,782.50	\$ 65,110.50
CA- CalCA Teachers	Gunton, Bianca B.	Teacher - Advisory		\$ 54,233.40		0.05	\$ 2,711.67	\$ 56,945.07
CA- CalCA Teachers	Hager, Kristen L.	Teacher - Secondary	Specialist Teacher	\$ 54,080.00	\$ 6,489.60	0.08	\$ 4,326.40	\$ 64,896.00
CA- CalCA Teachers	Halcomb, Kristle L.	Teacher - Elementary		\$ 49,400.00		0.05	\$ 2,470.00	\$ 51,870.00
CA- CalCA Teachers	Hammers, Amy J.	Teacher - Secondary		\$ 52,500.00		0.05	\$ 2,625.00	\$ 55,125.00
CA- CalCA Teachers	Hann, Mary E.	Teacher - Special Edu		\$ 53,550.00		0.05	\$ 2,677.50	\$ 56,227.50
CA- CalCA Teachers	Hansen, Lindsay	Teacher - Special Edu		\$ 59,137.50		0.05	\$ 2,956.88	\$ 62,094.38
CA- CalCA Teachers	Hardey, Rebecca J.	Teacher - Elementary		\$ 51,608.08		0.1	\$ 5,160.81	\$ 56,768.89
CA- CalCA Teachers	Harris, Haley L.	Teacher - Secondary		\$ 47,580.00		0.05	\$ 2,379.00	\$ 49,959.00
CA- CalCA Teachers	Heims, Ally M.	Teacher - Secondary		\$ 52,364.78		0.08	\$ 4,189.18	\$ 56,553.96
CA- CalCA Teachers	Henderson, Jennifer M.	Teacher - Secondary		\$ 57,239.16		0.1	\$ 5,723.92	\$ 62,963.08
CA- CalCA Teachers	Hendricks, Kelsey L.	Teacher - Elementary	Coordinator Teacher	\$ 48,880.00	\$ 1,955.20	0.05	\$ 2,444.00	\$ 53,279.20
CA- CalCA Teachers	Henry, Mary J.	Teacher - Secondary		\$ 57,720.00		0.05	\$ 2,886.00	\$ 60,606.00
CA- CalCA Teachers	Hernandez, Yvonne G.	School Counselor	Specialist Teacher	\$ 54,080.00	\$ 6,489.60	0.05	\$ 2,704.00	\$ 63,273.60

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Higareda, Cortnie	Teacher - Special Edu		\$ 50,470.00		0.05	\$ 2,523.50	\$ 52,993.50
CA- CalCA Teachers	Hodge, Jesse C.	Teacher - Secondary	Lead Teacher	\$ 52,780.00	\$ 4,750.20	0.05	\$ 2,639.00	\$ 60,169.20
CA- CalCA Teachers	Hodges, Kristin D.	Teacher - Advisory		\$ 47,060.00		0.08	\$ 3,764.80	\$ 50,824.80
CA- CalCA Teachers	Hollenbeck Scott, Kathleen A.	Teacher - Advisory		\$ 52,275.00		0.05	\$ 2,613.75	\$ 54,888.75
CA- CalCA Teachers	Huerta, Veronica M.	Teacher - Elementary	Coordinator Teacher	\$ 53,474.30	\$ 2,138.97	0.05	\$ 2,673.72	\$ 58,286.99
CA- CalCA Teachers	Hurley, Hannah M.	Teacher - Elementary	Coordinator Teacher	\$ 44,990.40	\$ 1,799.62	0.05	\$ 2,249.52	\$ 49,039.54
CA- CalCA Teachers	Idiart, Damian M.	Teacher - Secondary		\$ 50,180.00		0.08	\$ 4,014.40	\$ 54,194.40
CA- CalCA Teachers	Jackson, Brandi D.	School Counselor		\$ 53,040.00		0.08	\$ 4,243.20	\$ 57,283.20
CA- CalCA Teachers	Jackson, Deiana	Teacher - Secondary		\$ 54,600.00		0.05	\$ 2,730.00	\$ 57,330.00
CA- CalCA Teachers	Jaeger, Stephanie A.	Teacher - Secondary		\$ 49,012.54		0.08	\$ 3,921.00	\$ 52,933.55
CA- CalCA Teachers	Jaimes, Hugo R.	Teacher - Secondary	Specialist Teacher	\$ 48,100.00	\$ 5,772.00	0.08	\$ 3,848.00	\$ 57,720.00
CA- CalCA Teachers	Jaimes, Karen I.	Teacher - Secondary		\$ 45,700.00		0.05	\$ 2,285.00	\$ 47,985.00
CA- CalCA Teachers	Johnson, Diane P.	School Counselor		\$ 54,080.00		0.05	\$ 2,704.00	\$ 56,784.00
CA- CalCA Teachers	Johnson, Erin E.	Teacher - Advisory		\$ 57,980.00		0.05	\$ 2,899.00	\$ 60,879.00
CA- CalCA Teachers	Jones, Mieasha T.	School Counselor		\$ 53,040.00		0.08	\$ 4,243.20	\$ 57,283.20
CA- CalCA Teachers	Jury, Deanna C.	Teacher - Secondary		\$ 51,051.25		0.05	\$ 2,552.56	\$ 53,603.81
CA- CalCA Teachers	Kain, Jamie M.	Teacher - Special Edu		\$ 48,410.00		0.05	\$ 2,420.50	\$ 50,830.50
CA- CalCA Teachers	Kapano, Jessica A.	Teacher - Elementary	Specialist Teacher	\$ 54,744.32	\$ 6,569.32	0.08	\$ 4,379.55	\$ 65,693.18
CA- CalCA Teachers	Keen, Denise C.	Teacher - Secondary	Lead Teacher	\$ 48,360.00	\$ 4,352.40	0.08	\$ 3,868.80	\$ 56,581.20
CA- CalCA Teachers	Kettler, Alicia R.	Teacher - Secondary	Coordinator Teacher	\$ 48,360.00	\$ 1,934.40	0.05	\$ 2,418.00	\$ 52,712.40
CA- CalCA Teachers	Kevorkian, Maria M.	School Counselor	Coordinator Teacher	\$ 50,960.00	\$ 2,038.40	0.05	\$ 2,548.00	\$ 55,546.40
CA- CalCA Teachers	Kim, Victoria M.	Teacher - Secondary		\$ 55,352.59		0.08	\$ 4,428.21	\$ 59,780.80
CA- CalCA Teachers	King, Jason M.	Teacher - Secondary	Lead Teacher	\$ 47,060.00	\$ 4,235.40	0.05	\$ 2,353.00	\$ 53,648.40
CA- CalCA Teachers	King, Julia F.	Teacher - Secondary	Lead Teacher	\$ 56,934.09	\$ 5,124.07	0.1	\$ 5,693.41	\$ 67,751.57
CA- CalCA Teachers	King, Travis J.	Teacher - Secondary		\$ 49,400.00		0.05	\$ 2,470.00	\$ 51,870.00
CA- CalCA Teachers	Kinter, Lori M.	Teacher - Secondary		\$ 52,020.00		0.05	\$ 2,601.00	\$ 54,621.00
CA- CalCA Teachers	Kohl, Raul T.	Teacher - Secondary		\$ 48,880.00		0.08	\$ 3,910.40	\$ 52,790.40
CA- CalCA Teachers	Kolbeck, Melissa A.	Teacher - Secondary		\$ 57,200.00		0.05	\$ 2,860.00	\$ 60,060.00
CA- CalCA Teachers	Korsich, Laura	Teacher - Secondary		\$ 47,000.00		0.04	\$ 1,880.00	\$ 48,880.00
CA- CalCA Teachers	Kruper, Diana W.	Teacher - Secondary		\$ 51,702.97		0.08	\$ 4,136.24	\$ 55,839.21
CA- CalCA Teachers	Kwan, Carmen	School Counselor		\$ 54,600.00		0.05	\$ 2,730.00	\$ 57,330.00
CA- CalCA Teachers	LaSarge, Lisa L.	Teacher - Elementary		\$ 64,351.10		0.08	\$ 5,148.09	\$ 69,499.19
CA- CalCA Teachers	Laurenson, Melissa R.	Teacher - Elementary		\$ 48,880.00		0.05	\$ 2,444.00	\$ 51,324.00
CA- CalCA Teachers	Law, Kristyn N.	Teacher - Special Edu		\$ 52,500.00		0.04	\$ 2,100.00	\$ 54,600.00
CA- CalCA Teachers	Le, Hai X.	Teacher - Secondary		\$ 53,560.00		0.05	\$ 2,678.00	\$ 56,238.00
CA- CalCA Teachers	Leal, Brian J.	Teacher - Secondary	Master Teacher	\$ 47,840.00	\$ 7,176.00	0.08	\$ 3,827.20	\$ 58,843.20
CA- CalCA Teachers	Lee, Katelyn A.	Teacher - Elementary		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Leu, Ashley A.	Teacher - Secondary	Master Teacher	\$ 51,973.04	\$ 7,795.96	0.08	\$ 4,157.84	\$ 63,926.84
CA- CalCA Teachers	Leung, Rita L.	Teacher - Secondary	Specialist Teacher	\$ 55,120.00	\$ 6,614.40	0.08	\$ 4,409.60	\$ 66,144.00
CA- CalCA Teachers	Little, Shannon B.	Teacher - Elementary	Specialist Teacher	\$ 49,000.00	\$ 5,880.00	0.08	\$ 3,920.00	\$ 58,800.00
CA- CalCA Teachers	Lumbard, Karen	Teacher - Secondary		\$ 46,000.00		0.04	\$ 1,840.00	\$ 47,840.00
CA- CalCA Teachers	Luyks, Leona	School Counselor		\$ 60,320.00		0.05	\$ 3,016.00	\$ 63,336.00
CA- CalCA Teachers	Lydon, Alyson Raychel A.	Teacher - Secondary		\$ 50,960.00		0.05	\$ 2,548.00	\$ 53,508.00
CA- CalCA Teachers	Macias, Kathryn L.	Teacher - Advisory	Lead Teacher	\$ 53,300.00	\$ 4,797.00	0.08	\$ 4,264.00	\$ 62,361.00
CA- CalCA Teachers	MacNeil, Melissa M.	Teacher - Elementary		\$ 48,880.00		0.05	\$ 2,444.00	\$ 51,324.00
CA- CalCA Teachers	Madison, Candice K.	Teacher - Secondary	Specialist Teacher	\$ 53,808.52	\$ 6,457.02	0.08	\$ 4,304.68	\$ 64,570.22
CA- CalCA Teachers	Magana, Lauren E.	Teacher - Secondary	Coordinator Teacher	\$ 53,040.00	\$ 2,121.60	0.05	\$ 2,652.00	\$ 57,813.60
CA- CalCA Teachers	Mages, Daniel S.	Family Relationship Coord		\$ 50,346.40		0.05	\$ 2,517.32	\$ 52,863.72
CA- CalCA Teachers	Mann, Michelle E.	Teacher - Secondary	Coordinator Teacher	\$ 43,940.00	\$ 1,757.60	0.05	\$ 2,197.00	\$ 47,894.60
CA- CalCA Teachers	Manual, Michael	Teacher - Secondary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- CalCA Teachers	Masino, Marianne	504 Coordinator		\$ 56,100.00		0.05	\$ 2,805.00	\$ 58,905.00
CA- CalCA Teachers	McBride, Amber M.	Teacher - Secondary	Coordinator Teacher	\$ 49,400.00	\$ 1,976.00	0.08	\$ 3,952.00	\$ 55,328.00
CA- CalCA Teachers	McEwan-Kliman, Thelma D.	Teacher - Secondary	Lead Teacher	\$ 54,501.01	\$ 4,905.09	0.08	\$ 4,360.08	\$ 63,766.18
CA- CalCA Teachers	Megowan, Wendy K.	Teacher - Secondary	Coordinator Teacher	\$ 55,380.00	\$ 2,215.20	0.08	\$ 4,430.40	\$ 62,025.60
CA- CalCA Teachers	Melendez, Zachary E.	Teacher - Secondary		\$ 50,440.00		0.05	\$ 2,522.00	\$ 52,962.00
CA- CalCA Teachers	Mendes, Joye M.	Teacher - Secondary		\$ 49,000.00		0.04	\$ 1,960.00	\$ 50,960.00
CA- CalCA Teachers	Mesa, Marissa L.	Teacher - Elementary	Coordinator Teacher	\$ 53,527.78	\$ 2,141.11	0.08	\$ 4,282.22	\$ 59,951.11
CA- CalCA Teachers	Miles, Vanessa A.	Teacher - Elementary		\$ 49,660.00		0.08	\$ 3,972.80	\$ 53,632.80
CA- CalCA Teachers	Mitchell, Moya K.	Teacher - Special Edu	Master Teacher	\$ 60,840.00	\$ 9,126.00	0.08	\$ 4,867.20	\$ 74,833.20
CA- CalCA Teachers	Montoya, Francisco	Teacher - Secondary		\$ 50,180.00		0.05	\$ 2,509.00	\$ 52,689.00
CA- CalCA Teachers	Morin, Traci M.	Teacher - Secondary		\$ 56,907.50		0.05	\$ 2,845.38	\$ 59,752.88
CA- CalCA Teachers	Moua, LyChing	School Counselor		\$ 55,640.00		0.05	\$ 2,782.00	\$ 58,422.00
CA- CalCA Teachers	Murguia, Brittany R.	Teacher - Secondary	Specialist Teacher	\$ 47,320.00	\$ 5,678.40	0.05	\$ 2,366.00	\$ 55,364.40
CA- CalCA Teachers	Murphy, Madeline	504 Coordinator		\$ 15,800.00		0.00	\$ -	\$ 15,800.00
CA- CalCA Teachers	Neal, Nancy M.	Teacher - Elementary	Coordinator Teacher	\$ 51,480.00	\$ 2,059.20	0.05	\$ 2,574.00	\$ 56,113.20
CA- CalCA Teachers	Nordenfors, Helena G.	Teacher - Secondary		\$ 50,960.00		0.05	\$ 2,548.00	\$ 53,508.00
CA- CalCA Teachers	O'Bannon, Lucia	School Counselor	Lead Teacher	\$ 56,891.90	\$ 5,120.27	0.05	\$ 2,844.60	\$ 64,856.77
CA- CalCA Teachers	Ortiz-Atkins, Ariana A.	504 Coordinator		\$ 57,120.00		0.05	\$ 2,856.00	\$ 59,976.00
CA- CalCA Teachers	Panaro, Scott M.	Teacher - Secondary		\$ 49,140.00		0.05	\$ 2,457.00	\$ 51,597.00
CA- CalCA Teachers	Parkhurst, Tracey L.	Teacher - Secondary		\$ 50,960.00		0.05	\$ 2,548.00	\$ 53,508.00
CA- CalCA Teachers	Patzin, Stephanie	Teacher - Secondary		\$ 62,408.53		0.1	\$ 6,240.85	\$ 68,649.38
CA- CalCA Teachers	Petrocco, Maria D.	Teacher - Elementary		\$ 49,400.00		0.08	\$ 3,952.00	\$ 53,352.00
CA- CalCA Teachers	Philliganes, Cynthia M.	Teacher - Secondary		\$ 57,200.00		0.08	\$ 4,576.00	\$ 61,776.00
CA- CalCA Teachers	Probeus, Beth E.	Teacher - Advisory	Coordinator Teacher	\$ 53,300.00	\$ 2,132.00	0.05	\$ 2,665.00	\$ 58,097.00

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Pulido, Jessica M.	Teacher - Special Edu		\$ 55,120.00		0.05	\$ 2,756.00	\$ 57,876.00
CA- CalCA Teachers	Qawasmi, Abel H.	Teacher - Secondary		\$ 51,480.00		0.08	\$ 4,118.40	\$ 55,598.40
CA- CalCA Teachers	Rabbon, Crystal D.	Teacher - Elementary		\$ 50,608.08		0.08	\$ 4,048.65	\$ 54,656.73
CA- CalCA Teachers	Rawlins, Allyson R.	Teacher - Secondary	Specialist Teacher	\$ 52,146.17	\$ 6,257.54	0.08	\$ 4,171.69	\$ 62,575.40
CA- CalCA Teachers	Ray, Brittany N.	Teacher - Secondary		\$ 50,985.00		0.05	\$ 2,549.25	\$ 53,534.25
CA- CalCA Teachers	Rempe, Sherri	Teacher - Special Edu		\$ 56,100.00		0.05	\$ 2,805.00	\$ 58,905.00
CA- CalCA Teachers	Richards, Sean D.	Teacher - Secondary		\$ 51,480.00		0.05	\$ 2,574.00	\$ 54,054.00
CA- CalCA Teachers	Rietveld, Andrew P.	Teacher - Secondary		\$ 57,165.00		0.05	\$ 2,858.25	\$ 60,023.25
CA- CalCA Teachers	Robbins, Jennifer M.	Teacher - Elementary		\$ 44,000.00		0.04	\$ 1,760.00	\$ 45,760.00
CA- CalCA Teachers	Rodriguez, Janice	Teacher - Secondary		\$ 32,500.00		0	\$ -	\$ 32,500.00
CA- CalCA Teachers	Rowley, Hope A.	Teacher - Elementary	Coordinator Teacher	\$ 52,000.00	\$ 2,080.00	0.08	\$ 4,160.00	\$ 58,240.00
CA- CalCA Teachers	Rushing, Michele L.	Teacher - Secondary	Coordinator Teacher	\$ 51,480.00	\$ 2,059.20	0.05	\$ 2,574.00	\$ 56,113.20
CA- CalCA Teachers	Russo, Kelly A.	Teacher - Elementary		\$ 56,729.97		0.08	\$ 4,538.40	\$ 61,268.37
CA- CalCA Teachers	Ryan, Robert	Teacher - Secondary		\$ 55,640.00		0.1	\$ 5,564.00	\$ 61,204.00
CA- CalCA Teachers	Sanabria Jr., Enrique	Teacher - Special Edu		\$ 57,200.00		0.05	\$ 2,860.00	\$ 60,060.00
CA- CalCA Teachers	Sanchez, Caren L.	Teacher - Special Edu	Specialist Teacher	\$ 55,650.00	\$ 6,678.00	0.08	\$ 4,452.00	\$ 66,780.00
CA- CalCA Teachers	Sanderlin, Allison M.	Teacher - Elementary		\$ 54,570.00		0.05	\$ 2,728.50	\$ 57,298.50
CA- CalCA Teachers	Santiago, Jesse	Teacher - Special Edu		\$ 60,900.00		0.05	\$ 3,045.00	\$ 63,945.00
CA- CalCA Teachers	Schaefer, Caitlyn C.	Teacher - Secondary	Specialist Teacher	\$ 46,250.00	\$ 5,550.00	0.08	\$ 3,700.00	\$ 55,500.00
CA- CalCA Teachers	Schwartz, Catherine R.	Teacher - Secondary	Coordinator Teacher	\$ 47,668.40	\$ 1,906.74	0.05	\$ 2,383.42	\$ 51,958.56
CA- CalCA Teachers	Sculatti, Kathryn M.	Teacher - Secondary	Coordinator Teacher	\$ 47,959.77	\$ 1,918.39	0.08	\$ 3,836.78	\$ 53,714.94
CA- CalCA Teachers	Serpa, Gina M.	Teacher - Elementary		\$ 49,400.00		0.05	\$ 2,470.00	\$ 51,870.00
CA- CalCA Teachers	Severns, Amy L.	Teacher - Secondary	Coordinator Teacher	\$ 47,840.00	\$ 1,913.60	0.05	\$ 2,392.00	\$ 52,145.60
CA- CalCA Teachers	Shafer, Lisa	Teacher - Secondary		\$ 54,522.62		0.1	\$ 5,452.26	\$ 59,974.88
CA- CalCA Teachers	Sidney, Robin D.	Teacher - Special Edu		\$ 60,770.00		0.05	\$ 3,038.50	\$ 63,808.50
CA- CalCA Teachers	Simmons, Hollie B.	Teacher - Secondary		\$ 52,000.00		0.04	\$ 2,080.00	\$ 54,080.00
CA- CalCA Teachers	Singh, Bindy	Teacher - Special Edu		\$ 53,560.00		0.05	\$ 2,678.00	\$ 56,238.00
CA- CalCA Teachers	Singh, Kiran	Teacher - Special Edu		\$ 53,000.00		0.05	\$ 2,650.00	\$ 55,650.00
CA- CalCA Teachers	Solomon, Marissa A.	Teacher - Secondary	Specialist Teacher	\$ 57,200.00	\$ 6,864.00	0.08	\$ 4,576.00	\$ 68,640.00
CA- CalCA Teachers	Stanley II, Richard A.	Teacher - Special Edu		\$ 53,040.00		0.05	\$ 2,652.00	\$ 55,692.00
CA- CalCA Teachers	Stark, Shannon A.	Teacher - Advisory		\$ 49,660.00		0.08	\$ 3,972.80	\$ 53,632.80
CA- CalCA Teachers	Steenstra, Stephanie L.	Teacher - Secondary		\$ 53,300.00		0.08	\$ 4,264.00	\$ 57,564.00
CA- CalCA Teachers	Stehney, Regina A.	Teacher - Secondary		\$ 55,120.00		0.05	\$ 2,756.00	\$ 57,876.00
CA- CalCA Teachers	Steinberg, Lawrence A.	Teacher - Elementary	Specialist Teacher	\$ 60,705.37	\$ 7,284.64	0.1	\$ 6,070.54	\$ 74,060.55
CA- CalCA Teachers	Stewart, Coleman J.	Teacher - Secondary	Specialist Teacher	\$ 51,220.00	\$ 6,146.40	0.05	\$ 2,561.00	\$ 59,927.40
CA- CalCA Teachers	Stewart-Wilson, Jennifer R.	Teacher - Secondary		\$ 57,696.77		0.08	\$ 4,615.74	\$ 62,312.51
CA- CalCA Teachers	Stratton, Kristi L.	Teacher - Elementary		\$ 55,120.00		0.05	\$ 2,756.00	\$ 57,876.00

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Stringer, Doreen A.	Teacher - Secondary	Coordinator Teacher	\$ 44,200.00	\$ 1,768.00	0.05	\$ 2,210.00	\$ 48,178.00
CA- CalCA Teachers	Sullivan, Kelly M.	Teacher - Secondary		\$ 48,880.00		0.05	\$ 2,444.00	\$ 51,324.00
CA- CalCA Teachers	Sutton, Phillip M.	Teacher - Secondary		\$ 49,400.00		0.08	\$ 3,952.00	\$ 53,352.00
CA- CalCA Teachers	Taylor, Ashley C.	Teacher - Elementary	Master Teacher	\$ 50,441.55	\$ 7,566.23	0.08	\$ 4,035.32	\$ 62,043.11
CA- CalCA Teachers	Thompson, Christine L.	Teacher - Secondary	Coordinator Teacher	\$ 52,500.00	\$ 2,100.00	0.05	\$ 2,625.00	\$ 57,225.00
CA- CalCA Teachers	Todd, Lisa M.	Teacher - Secondary		\$ 60,500.00		0.05	\$ 3,025.00	\$ 63,525.00
CA- CalCA Teachers	Todoroff, Ryan T.	Teacher - Secondary		\$ 63,868.38		0.1	\$ 6,386.84	\$ 70,255.22
CA- CalCA Teachers	Toner, Franchesca L.	Teacher - Elementary		\$ 44,720.00		0.05	\$ 2,236.00	\$ 46,956.00
CA- CalCA Teachers	Trujillo Gonzalez, Karina	Teacher - Secondary		\$ 49,920.00		0.08	\$ 3,993.60	\$ 53,913.60
CA- CalCA Teachers	Van Bussel, Sean R.	Teacher - Secondary	Master Teacher	\$ 48,320.00	\$ 7,248.00	0.05	\$ 2,416.00	\$ 57,984.00
CA- CalCA Teachers	Van Duyn, Tanya R.	Teacher - Secondary	Specialist Teacher	\$ 47,668.40	\$ 5,720.21	0.05	\$ 2,383.42	\$ 55,772.03
CA- CalCA Teachers	Van Dyke, Debra L.	Teacher - Special Edu		\$ 51,480.00		0.05	\$ 2,574.00	\$ 54,054.00
CA- CalCA Teachers	VanDeventer, Meagan M.	Teacher - Secondary	Specialist Teacher	\$ 51,740.00	\$ 6,208.80	0.08	\$ 4,139.20	\$ 62,088.00
CA- CalCA Teachers	Vazquez, Amanda	Teacher - Elementary	Master Teacher	\$ 56,700.00	\$ 8,505.00	0.1	\$ 5,670.00	\$ 70,875.00
CA- CalCA Teachers	Vergel de Dios, Theresa J.	Teacher - Secondary	Specialist Teacher	\$ 55,960.86	\$ 6,715.30	0.08	\$ 4,476.87	\$ 67,153.03
CA- CalCA Teachers	Villela, Saul J.	Teacher - Secondary	Master Teacher	\$ 53,669.28	\$ 8,050.39	0.08	\$ 4,293.54	\$ 66,013.21
CA- CalCA Teachers	Viveros, Renee N.	School Counselor		\$ 53,040.00		0.05	\$ 2,652.00	\$ 55,692.00
CA- CalCA Teachers	Vollebregt, Meaghan K.	Teacher - Advisory		\$ 50,750.00		0.04	\$ 2,030.00	\$ 52,780.00
CA- CalCA Teachers	Volmer, Samantha J.	Teacher - Secondary	Specialist Teacher	\$ 47,320.00	\$ 5,678.40	0.08	\$ 3,785.60	\$ 56,784.00
CA- CalCA Teachers	Vu, Jeannette T.	Teacher - Secondary		\$ 53,040.00		0.08	\$ 4,243.20	\$ 57,283.20
CA- CalCA Teachers	Waheed, Karen M.	Teacher - Secondary	Master Teacher	\$ 55,120.00	\$ 8,268.00	0.08	\$ 4,409.60	\$ 67,797.60
CA- CalCA Teachers	Walker, Machele J.	Teacher - Secondary		\$ 49,500.00		0.04	\$ 1,980.00	\$ 51,480.00
CA- CalCA Teachers	Walker, Sophie L.	Teacher - Secondary	Lead Teacher	\$ 55,380.00	\$ 4,984.20	0.05	\$ 2,769.00	\$ 63,133.20
CA- CalCA Teachers	Wang, Wally F.	Teacher - Secondary		\$ 51,480.00		0.05	\$ 2,574.00	\$ 54,054.00
CA- CalCA Teachers	West, Brittany	Teacher - Secondary	Coordinator Teacher	\$ 50,700.00	\$ 2,028.00	0.05	\$ 2,535.00	\$ 55,263.00
CA- CalCA Teachers	Westa Esq., Joseph M.	Family Relationship Coord		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00
CA- CalCA Teachers	Wheeler, Bonnie J.	Teacher - Secondary		\$ 56,540.00		0.08	\$ 4,523.20	\$ 61,063.20
CA- CalCA Teachers	Wilkes, Matthew C.	Teacher - Secondary		\$ 49,920.00		0.05	\$ 2,496.00	\$ 52,416.00
CA- CalCA Teachers	Williams-Hackman, Lauren C.	Teacher - Secondary		\$ 47,940.00		0.05	\$ 2,397.00	\$ 50,337.00
CA- CalCA Teachers	Willis, Scott M.	Teacher - Secondary		\$ 51,724.40		0.05	\$ 2,586.22	\$ 54,310.62
CA- CalCA Teachers	Wittkop, Caren E.	Teacher - Elementary	Coordinator Teacher	\$ 50,960.00	\$ 2,038.40	0.05	\$ 2,548.00	\$ 55,546.40
CA- CalCA Teachers	Wohlgezogen, Lorena	Teacher - Elementary		\$ 55,744.32		0.08	\$ 4,459.55	\$ 60,203.87
CA- CalCA Teachers	Wolf, Marissa J.	Teacher - Special Edu	Coordinator Teacher	\$ 53,040.00	\$ 2,121.60	0.05	\$ 2,652.00	\$ 57,813.60
CA- CalCA Teachers	Woolstenhulme, Victoria B.	School Counselor		\$ 51,220.00		0.05	\$ 2,561.00	\$ 53,781.00
CA- CalCA Teachers	Workman, Terri L.	Teacher - Secondary		\$ 51,469.02		0.08	\$ 4,117.52	\$ 55,586.54
CA- CalCA Teachers	Yabut, Aida	Teacher - Secondary		\$ 59,280.00		0.08	\$ 4,742.40	\$ 64,022.40
CA- CalCA Teachers	Yi, April	Teacher - Secondary	Master Teacher	\$ 54,075.00	\$ 8,111.25	0.08	\$ 4,326.00	\$ 66,512.25

Department	Employee Name	Job	Career Ladder	Annual Salary	Career Ladder Earnings	Bonus	Bonus Potential	Total Potential Compensation
CA- CalCA Teachers	Yip, Jennifer	School Counselor		\$ 53,560.00		0.05	\$ 2,678.00	\$ 56,238.00
CA- CalCA Teachers	Zakhar, Pamela A.	Teacher - Elementary	Specialist Teacher	\$ 62,895.14	\$ 7,547.42	0.1	\$ 6,289.51	\$ 76,732.07
CA- CalCA Teachers	Zakka, Ted	Teacher - Advisory		\$ 53,300.00		0.08	\$ 4,264.00	\$ 57,564.00
CA- CalCA Teachers	Zimmer, Daniel K.	Teacher - Secondary		\$ 51,803.23		0.05	\$ 2,590.16	\$ 54,393.39

Proposal for Math Time to Talk

Proposed Services

Pearson Online & Blended Learning (OBL) proposes to provide California Online Public Schools (CalOPS) with our Math Time to Talk service. Math Time to Talk provides students with an opportunity to engage in math-focused discussions that are designed to promote conceptual understanding, improve students' problem-solving abilities, and increase their confidence with mathematics. Embedded in math courses for grades 3-6, (Essential Math, Standard Math, Gifted and Talented Math), Math Time to Talk is a required component for schools that opt in to the program.

Math Time to Talk

Math Time to Talk consists of small group LiveLesson® sessions that appear in student courses approximately every seven lessons. When students get to the Math Time to Talk lesson component they move to a virtual classroom for a 30-minute Math Time to Talk session focused on increasing students' ability to engage in math discourse in such a way that promotes an increase in conceptual understanding. Research has identified that "talking about math" is a key activity to support students' active engagement in math thinking, reasoning, and problem solving. When students talk about math and exchange ideas with teachers and other students, it helps them deepen their understanding, take ownership of their math knowledge, and improve their math confidence.

The tasks used during Math Time to Talk LiveLesson sessions are specially designed to reinforce key math skills, improve problem solving, and strengthen math vocabulary and communication skills. Trained Math Specialists pose a task that has either multiple solutions, or multiple solution paths, and give students 3-5 minutes to work through the problem. The remainder of the 30-minute session involves students sharing their solutions and methodology while engaging each other with questions that seek clarity or understanding of the variety of approaches to the task.

Math Time to Talk includes:

- trained Math Specialists staffed by OBL to facilitate thirty-minute discourse sessions throughout the semester;
- sessions accessed from the Student Home Page, where specialists place each student into a grade appropriate room and monitor group sizes to a maximum of 10 students;
- participation grades added directly to the student Grade Book by the Math Specialist;
- an individual IA between the school and the manager of Teaching Services to share monthly attendance updates, resources, make announcements or reminders and for schools to enter any inquiries
- WebMail messaging account for teachers to report questions about grading or forward questions from families; and
- general information, guidance, and support throughout the program to include best practices for program promotion amongst parents/guardians and students.

Teachers understand that students make most sense of math when they participate in the sense-making process through conversation. During each session, the facilitator presents a math task to the group and encourages students to talk through their approach to solving the problem. Tasks are specially designed to promote discourse, reinforce key math skills, improve problem solving, strengthen math vocabulary, and provide students the opportunity to justify the approach they took to get to the solution.

For CalOPS, OBL proposes Math Time to Talk for the following courses:

- Grade 3 Essential
- Grade 3 Gifted and Talented
- Grade 3 Standard
- Grade 4 Essential
- Grade 4 Gifted and Talented
- Grade 4 Standard
- Grade 5 Essential
- Grade 5 Standard

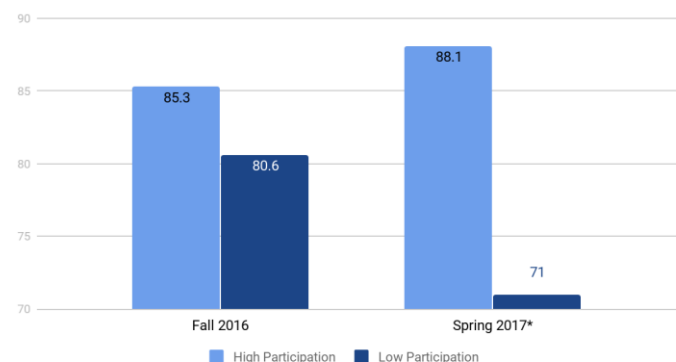
CalOPS will provide a local “point person” who will serve as the primary point of contact between the OBL Program Manager and school staff regarding questions, issues, concerns, and/or general program implementation. CalOPS should also provide course teachers who will assist in promotion of program throughout the school year.

Program Success

During the 2016-17 school year, students in grades 3-5 at two Connections Academy schools participated in a pilot of the Math Time to Talk Program. Among students who participated regularly, their belief significantly increased that math learning and ability can grow over time with practice. Students’ math confidence and self-efficacy increased as well (but did not reach statistical significance).

This pattern was true for both the fall and the spring semesters. After controlling for final Math course scores in the previous year, grade level, and engagement level, students that participated in at least six sessions had significantly higher final math course scores than the group that did not.

Math Course Performance



Pricing

We are committed to working with you to find the best solutions for CalOPS at the best value and to find effective solutions within your budget.

Service	Price per Student
Math Time to Talk for: <ul style="list-style-type: none">• California Connections Academy @ North Bay (CalCAN)• Central California Connections Academy Charter School (CenCA)• Friends of California Virtual Education (CalCAR)• Capistrano Connections Academy (CapoCA)	\$55 per student enrollment

Commitment

OBL is committed to your success and to a truly supportive partnership. Thank you for this opportunity, and we look forward to discussing these options and how to best support CalOPS' continued success.

REPORT TO THE BOARD OF DIRECTORS

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

CalCA 9th Grade Math Placements for 2017-2018

Overview

This report is being provided as required by the Math Placement Policy adopted by the boards in 2016.

Data includes 523 students who enrolled in 9th grade prior to October 1, 2017. 99% of 9th grade students were enrolled in Algebra 1, Geometry, or Algebra 2, honors and non-honors versions of these courses were combined for the sake of streamlining data reporting. The three students enrolled in Precalculus and Honors Precalculus are included in the report where applicable. This is year two of this reporting, therefore this report will focus on the change in placements from year 1 (2016) to year 2 (2017). Data has been rounded to whole numbers for the ease of interpretation.

Table 1: Overall Math Placement Comparison 2016 vs 2017

Statewide, CalCA 9th grade students were distributed across math placements in the following percentages. This table includes both 2016 and 2017 math placements as of October 1 of each year. Highlighted areas indicate the following information:

Green	When the school's representation in Algebra 1 has decreased in 2017 OR when the school's representation in Geometry/Algebra 2 has increased in 2017.
Red	When the school's representation in Algebra 1 has increased in 2017 OR when the school's representation in Geometry/Algebra 2 has decreased in 2017.

Course	2016	2017	Change
Algebra 1	71%	64%	-7%
Geometry	25%	31%	6%
Algebra 2	5%	4%	-1%

Overall, this data is encouraging. As a school, we are showing a decrease in Algebra 1 placements, and an increase in Geometry placements. There was a -1% decrease in Algebra 2 placements, however if higher level math placements are combined, i.e. Geometry and Algebra 2, in 2016 30% of 9th graders were placed in higher level math while in 2017 35% of 9th graders were placed in higher level math, a net gain of +5%.

Placement Overall

If we assume that most 8th graders take Algebra 1 in 8th grade, then an on-track, college-bound student should take Geometry as a 9th grader. A student who takes Algebra 1 as a 9th grader would follow a traditional progression of Algebra 1, Geometry, Algebra 2, Pre-Calculus. Students who start at Geometry in 9th grade would be able to qualify for an AP level course following a typical 4 year progression.

Table 2: Math Placements 2017 Student Group Distribution

Looking only at course level placement (combining honors and non-honors) gives a snapshot of where students are placed broken down by student group. The following table compares 2017 math placements only; representing the placement of students groups in the levels of math as compared to 2017 school-wide totals. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 is lower than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is higher than the CalCA distribution.
Yellow	When a student groups' representation in any math level is equal to the CalCA distribution.
Red	When a student groups' representation in Algebra 1 is higher than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is lower than the CalCA distribution.

All CalCA (honors and non-honors combined)	2017	Comparison to Total
American Indian or Alaskan Native	1%	
Algebra 1	67%	3%
Geometry	33%	2%
Asian	7%	
Algebra 1	44%	-20%
Geometry	46%	15%
Algebra 2	11%	7%
Black/African American	11%	
Algebra 1	79%	15%
Geometry	19%	-12%
Algebra 2	2%	-2%
Hispanic or Latino	32%	
Algebra 1	68%	4%
Geometry	29%	-2%
Algebra 2	2%	-2%
Multiple Races	9%	
Algebra 1	65%	1%
Geometry	33%	2%
Algebra 2	2%	-2%
Native Hawaiian or Other Pacific Islander	>1%	
Geometry	100%	69%
White (Not Hispanic or Latino)	28%	
Algebra 1	58%	-6%
Geometry	37%	6%
Algebra 2	4%	0%
Precalculus	2%	2%
White (Hispanic or Latino)	11%	
Algebra 1	65%	1%
Geometry	23%	-8%
Algebra 2	10%	6%
Precalculus	2%	2%

This table shows that during the 2017 school-year, students in the Asian and White student groups had an overall higher representation in higher level math placements as compared to their classmates of the Black/African American and Hispanic or Latino student groups. This will continue to be a reality that will be

addressed by CalCA staff. The question to be answered at this point is, has there been any change in overall placements when 2016 is compared to 2017?

Table 3: Math Placements 2016 vs. 2017 Student Group Distribution

The following table compares 2016 math placements to 2017 math placements. The table is displaying change in percentage of student groups placed in each math level. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 has decreased in 2017 OR when a student groups' representation in Geometry/Algebra 2 has increased in 2017.
Yellow	When a student groups' representation in any math level is the same in 2016 and 2017.
Red	When a student groups' representation in Algebra 1 has increased in 2017 OR when a student groups' representation in Geometry/Algebra 2 has decreased in 2017.

All CalCA (honors and non-honors combined)	2016	2017	Change
American Indian or Alaskan Native	1%	1%	
Algebra 1	80%	67%	-13%
Geometry	20%	33%	13%
Asian	8%	7%	
Algebra 1	34%	44%	10%
Geometry	42%	46%	4%
Algebra 2	19%	11%	-8%
Precalculus	6%	0%	-6%
Black/African American	10%	11%	
Algebra 1	81%	79%	-2%
Geometry	19%	19%	0%
Algebra 2	0%	2%	2%
Hispanic or Latino	33%	32%	
Consumer Math	1%	0%	-1%
Algebra 1	81%	68%	-13%
Geometry	18%	29%	11%
Algebra 2	1%	2%	1%
Multiple Races	9%	9%	
Algebra 1	60%	65%	5%
Geometry	30%	33%	3%
Algebra 2	9%	2%	-7%
Native Hawaiian or Other Pacific Islander	>1%	>1%	
Algebra 1	50%	0%	-50%
Geometry	25%	100%	75%
Algebra 2	25%	0%	-25%
White (Not Hispanic or Latino)	38%	28%	
Algebra 1	68%	58%	-10%
Geometry	27%	37%	10%
Algebra 2	1%	4%	3%
Precalculus	1%	2%	1%

When comparing math placement from 2016 to 2017, a more optimistic picture emerges. We show net decreases in Algebra 1 placements and net increases in higher level math placements in the following student groups: American Indian or Alaska Native, Black/African American, Hispanic or Latino, and White (Not Hispanic or Latino). Asian students show an increase in Algebra 1 placements and a decrease in higher level math placements when 2016 is compared to 2017, however as a student group compared to 2017 placements only, they represent the lowest percentage of placements in Algebra 1 and the highest percentage of placements in higher level mathematics.

Summary of Findings

Overall, CalCA is trending in the right direction as pertains to year to year change in math placements. Student groups are showing an overall decrease in Algebra 1 placements and an overall increase in higher level math placements. Work is still needed when looking at placement distribution when compared to a given school year. For 2017, Black/African American and Hispanic or Latino student groups are still showing a disproportionate representation in Algebra 1 when compared to their fellow student groups.

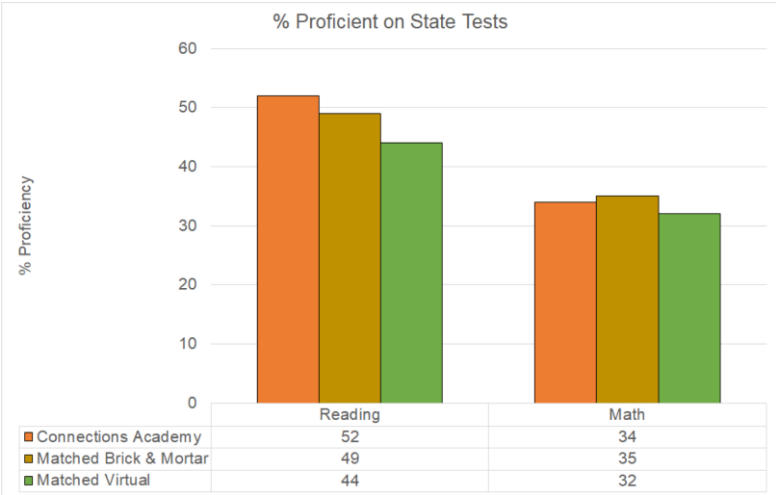
Questions

Two questions from last year’s report can be partially addressed through Pearson’s Efficacy Research Report published on April 3, 2018. The questions were the following:

- How many of these students are continuing from Connections 8th grade, and how many are students from outside schools?
- What are the placement differences between continuing and new 9th grade students?

The overall focus of this report was to control for student mobility at both Connections Academy schools and their matched brick and mortar counterparts. Below is a summary of their findings.

Results - Phase Two: School Comparison Study



Existing research studies do not account for student mobility - a dominant attribute of virtual school students.

This is the first time we can see performance through a mobility lens.

Note that in phase two mobility was calculated based on each state's definition (see Appendix for additional details)



The graph highlights a gain in reading proficiency for Connections Academy students when compared to their matched brick and mortar counterparts. In terms of mathematics proficiency, Connections Academy students only slightly underperform their matched brick and mortar counterparts. If we align mathematics proficiency to course placement both at CalCA and at matched brick and mortar counterparts, we can infer that math placements of continuing 8th grade California Connections Academy students would not differ markedly from 9th grade students who are new to California Connections Academy, or we would expect to see a larger variation on math proficiency on standardized assessments. Further research will be conducted at a school-wide level to determine academic success of high school students who are new to CalCA in 9th grade vs. those who have been with the school prior to 9th grade.

Items we shall continue take into consideration as we reflect on this data and decide our next steps:

- How much of the placement decision is based on parent input?
- How can we better inform families of honors or advanced options?
- How many 9th graders repeat Algebra 1 after taking it as an 8th grader?
- If a student starts in a lower level math course and is successful, what steps can be considered to accelerate their math progression?
- How can we change our language and communication to families, school-wide, to encourage success in math and reduce negative mindset?
- How can we educate rising 8th grade families about the impact of math placement on college readiness?

Next Steps

This overall math placement analysis is a yearly expectation. As a result, next steps from last year will be continued. The status of these next steps will be recorded after each one.

- Request and analyze additional data points based on questions raised – Some questions addressed, others will be reported on next year
- Continue to track statistics annually – Completed and Ongoing
- Continue discussion with staff, including our high school-wide Math Mindset discussions, as well as discussions and training with the guidance team – Completed and Ongoing
- Follow up in the fall to see which students might be accelerated – Completed and Ongoing

4TH QUARTER OPERATIONS METRICS

Connections Academy (CA) works with the leadership, teachers, and other school staff members of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with schools on School Improvement Plans (SIPs), Focus Goals and Professional Learning Communities (PLCs) through which teachers and staff collaborate and address the daily challenges of meeting these goals.

Common operational threads in these school-based efforts are monitored across all schools and are used as a focus to support operations and improve student achievement. The priorities monitored vary by time of year, and align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for professional practice provided to all teachers and school leaders. What is reported here is as follows:

- **Personalize & Monitor Student Learning:** Second semester core course passing rates, Rtl tier status, formative assessment “post-test” completion, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** On time and completed Welcome Calls, Curriculum Based Assessment (CBA) completion, student and Learning Coach contacts, escalation status, completed end of year contacts, and “final” during school year withdrawals.
- **Develop & Collaborate Professionally:** PLC end-of-year SMART Goal attainment and teachers completing Connections-offered professional learning sessions.
- **School Operations:** Open teaching positions filled, teacher retention, and students indicating they would return for the 18/19 school year.

The data behind these metrics was pulled from Connexus and the other operational systems that support the schools on June 30, 2018. Much of this data changes constantly. Please view these metrics as snapshots of on-going work rather than definitive official “reports.”

The metrics shown here are compared with a group of other Connections-supported schools – aggregated to give some context without sharing every school’s data with the other schools. There are no truly “comparable schools” but we have grouped them by student start date, and in rough groupings of size. Additionally, due to the re-alignment of metrics some are new for this year and do not have a year over year comparison provided; others may have been reported last year but not in this quarter so no comparison data is available. Your school is highlighted along with the start date and size groupings to which it belongs, and the totals across all Connections-supported schools are also shown. It would also be appropriate to consider the age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc. – but that is not done here. Please keep that in mind.



Personalize & Monitor Student Learning

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2017	83%	78%	76%	81%	73%	74%
Large Avg.	90%	81%	82%	89%	79%	79%
Group 3 Avg.	89%	80%	81%	88%	76%	76%
Connections Avg.	90%	80%	80%	89%	78%	76%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2017	88%	81%	82%	85%	80%	81%
Large Avg.	92%	82%	87%	90%	82%	87%
Group 3 Avg.	91%	81%	85%	89%	81%	85%
Connections Avg.	91%	82%	85%	89%	82%	85%

- **Percentage of 2nd semester “final” core courses on track for successful completion** – This shows the percentage of 2nd semester core courses marked as successfully completed (those with a passing score). The “final” grades reported for the second semester reflect increases over the “in progress” course completion rates reported in quarter three across all course/grade band combinations with significant increases seen in 9-12 ELA and Math courses (12% and 16% respectively).

	HS On Track	Post Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
CalCA 2017	64%	56%	95%	91%	1%	0%
Large Avg.	73%	53%	98%	90%	3%	0%
Group 3 Avg.	69%	60%	98%	85%	6%	1%
Connections Avg.	69%	59%	99%	89%	3%	0%

- **Percentage of High School students “On Track”**– This estimates the percentage of high school students currently enrolled who are on track for graduation at the close of the 2017-2018 school year, based on complete credits. This number does remain lower than we prefer and represents an increase since the quarter two report (1%); due to continuous enrollment in many of our schools, we recognize an increase in the number of mid-year enrollments who join our schools are already credit deficient. Schools continue to work diligently to identify areas of need for these late enrolling students and support their efforts to recover credit and re-join their cohort. It is important to note that this is NOT the same as the 4 year adjusted cohort graduation rate.
- **Percentage of students assigned a “formative” Post-Test who completed it** – This metric emphasizes the importance of getting test results for students so that schools can identify who is in need of academic interventions. Across all Connections supported schools the average



participation rate for the Reading and Math assessments is 59% which represents a decrease from the pre-test participation reported earlier this year (72%).

- **Percentage of special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and will continue to be reported quarterly due to the variation in review dates of incoming and existing IEPs.
- **Percentage of students identified for Response to Intervention (Rtl) tiers** – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions; Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math. While the data across all CA schools shows that we do not tend to fall within the framework recommendations, we do recognize that Rtl continues to be a process that varies widely by state and was developed for a brick and mortar setting. Connections departments dedicated to the Rtl process continue to work with school leaders, teachers and Rtl support representatives to make modifications.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	End of Year Contact	CBA “Met” K-8	CBA “Met” 9-12	DSY WD
CalCA 2017	90%	99%	91%	86%	97%	74%	90%	22%
Large Avg.	92%	99%	89%	81%	93%	83%	80%	26%
Group 3 Avg.	94%	99%	92%	81%	92%	86%	73%	24%
Connections Avg.	94%	100%	89%	85%	92%	85%	77%	27%

- **Percentage of students receiving a “Welcome Call” on time, and percentage of all completed Welcome Calls** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful Welcome Call completion throughout the year as many Connections schools do continuously enroll, even up through the last week of the school year. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools improved by 1% in each area from the quarter three report.
- **Student & Learning Coach Contacts Met** – Although contacts happen in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between

teachers and students every 14 days. Additionally, an expectation of at least three annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the percentage of students with an individual synchronous contact within the last 14 days and at least 3 phone contacts with the Learning Coach during this school year. Both student and Learning Coach contact rates improved during the last quarter of the year (3% and 8% increases), in part due to the End of Year contact requirement.

- **Completed End of Year Contact** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.
- **Percentage of students with CBAs Met** – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metrics is the percentage of students at the school meeting this criteria by the end of the school year. Consistent with quarter three data, CBA completion continues to be a challenge during the last few months of the school year due to various factors including state testing windows where both students and teachers are out of the office. Schools are encouraged to continue to attempt contact for completion until the last day of the school year.
- **Final 17-18 “During School Year” Withdrawal Rate** – The percentage of students enrolled during the 17-18 school year who completed at least 20 lessons, but withdrew before the end of the school year. These withdrawal rates are typically higher than those of traditional brick and mortar schools, and differences between Connections-supported schools can be a result of state-specific regulatory issues and other factors such as continuous enrollment. Connections-supported schools overall improved from 26.1% in 15-16 to 25.6% in 16-17. Although the rate for the 17-18 school year showed a slight increase to 27%, we continue to see this rate as an improvement and attribute the success to a focus on student and family engagement.

Develop & Collaborate Professionally

	PLCs	% PL Completion by Session		
	Met Goal	107	207	300 - April
CalCA 2017	50%	92%	82%	21%
Large Avg.	38%	78%	79%	26%
Group 3 Avg.	46%	78%	92%	38%
Connections Avg.	46%	70%	77%	27%

- **PLCs end of year SMART goal attainment** – To continue the revised SMART goal monitoring system, this metric indicates the % of PLCs at each school that have data to support attaining or making progress toward the set SMART goal. Using a rubric that ranged from “PLC did not make progress” to “PLC goal met,” school leaders evaluated each PLC at the end of the school year. Although

some PLCs are waiting on state-provided data to determine attainment, the CA average indicates that 68% either met their goal or made progress towards goal attainment.

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program designed as an integrated part of the school-specific professional development agenda. Shown here are the percentage of eligible teachers who completed the required 100, 200 and 300-level sessions in April. Although these reports do not publish updated participation rates for all PL sessions, consistent with prior years, we do continue to see an increase in all PL session completion across all schools by the end of the school year due to the fact that sessions are also available as recordings for teachers to watch and complete asynchronously.

School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
CalCA 2017	97%	99%	77%
Large Avg.	102%	98%	77%
Group 3 Avg.	95%	99%	78%
Connections Avg.	96%	98%	78%

- **Percentage of teaching positions filled as of 6/30** – These metrics track progress toward the overall goal of having all teachers hired and on the job by the first day, so they can participate fully in the “on-boarding” process and be ready to go when students start returning. This snapshot as of 6/30 gives an overview of Spring progress in hiring. Hiring efforts continue for all unfilled vacancies.
- **Percentage of teachers planning to return as of 4/1** – Each Spring, teachers are asked to indicate if they intend to return, and partial bonus payout is offered to those who say “No” – in part to encourage them to share their plans and allow the school to fill the position. 98% of teachers said “Yes” across Connections-supported schools, up from 96% in 2017. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.
- **Percentage of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 78% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”, equal to the response rate for 2017. Efforts continue each year to increase student retention.





2018–2019 Teacher Training and Professional Learning

Mission

Connections Academy helps each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Connections Academy’s high-tech, high-touch virtual “school without walls” combines the best in virtual education with very real connections among students, families, teachers, and the community.

Training and Professional Learning Objectives

The Connections Academy teacher training and professional learning programs equip teachers with the following:

- Working knowledge of the Pearson Online and Blended Learning (POBL) curriculum and how to facilitate student learning in a virtual environment
- Strategies and effective practices for virtual instruction
- Ability to effectively use the tools in Connexus®, our education management system (EMS), to communicate, monitor progress, and use data to support student learning
- Multiple forms of assessment and skills to interpret performance data to guide instruction, determine appropriate differentiation strategies, and develop personalized learning plans
- Guidance on how to use instructional resources and identify the appropriate intervention tools based on student needs
- Strategies for implementing the “instructional shifts” for college and career readiness, increased rigor in state standards, and next generation assessments
- Identification of at-risk students and instructional strategies to engage and motivate them
- Knowledge of required school year cycle teacher tasks, school processes, and policies
- Techniques to foster socialization and connectedness in a virtual school community

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

1. **In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. Connections Academy’s Training Support team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
2. **“Train-the-Trainer”:** Each school selects at least one teacher to serve as a Training Representative to work with members of the Training Support team throughout the year via regularly scheduled meetings. During these meetings, the Training Support specialist and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint presentations, one-page guides, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Training Support team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.

- 3. Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Connections uses Adobe® Connect™ (LiveLesson sessions) to facilitate virtual meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

Research Base

Connections equips each teacher with the skills and technology needed to maximize student learning. Research, focusing specifically on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a [study](#) which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning¹ professional learning model, teachers have an opportunity to gain an understanding of their role as facilitator, implement effective online teaching practices, and develop strategies to engage virtual learners. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders.

Professional learning at Connections is intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Using the Connexus learning management system and the Adobe Connect synchronous webinar platform, the web-based tools that teachers use with their students, the Professional Learning Model deliberately incorporates activities that model the instructional resources available to deliver interactive and engaging online instruction to students. Each professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

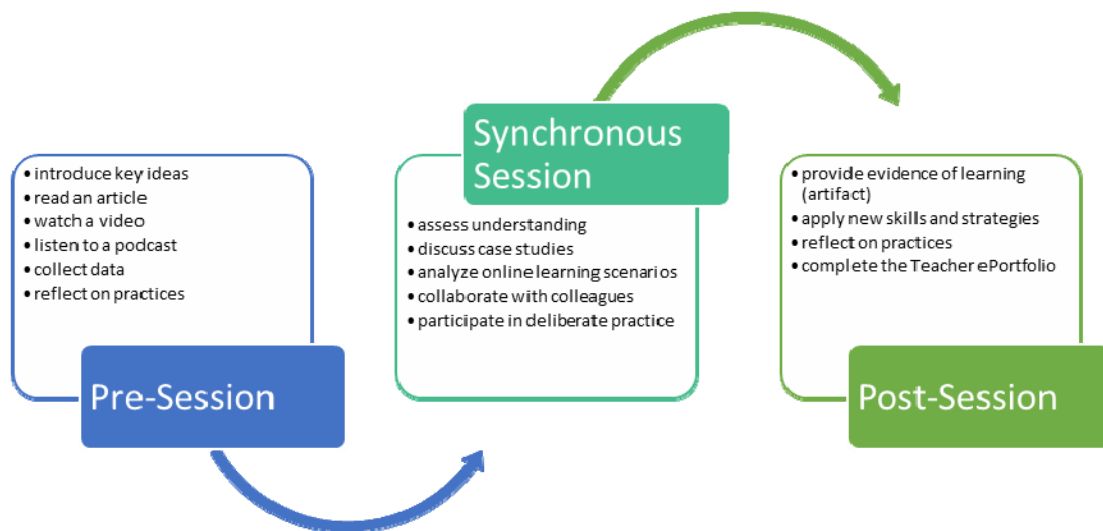
According to Rick DuFour and Douglas Reeves in their article, [Professional Learning Communities Still Work \(If Done Right\)](#) (October 2015), educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied with their professional learning when they are part of a learning community that focuses on lesson planning, using data to personalize instruction, day-to-day responsibilities, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

¹ 2018 BESSIE Award for Best Educational Software for Teacher Central, 2017 Award of Excellence from Tech & Learning for Pearson's Online & Blended Professional Learning Model, Best Practices for Distance Learning Programming – Professional Learning Model (2015 USDLA Silver Award), and Best Professional Learning Solution for K–20 Faculty and Administrative Staff (2016 SIIA CODiE Finalist).

During each professional learning session, emphasis is placed on using data to personalize instruction and engaging all students in their learning. In February 2017, iNACOL published a white paper entitled [What's Possible with Personalized Learning? An Overview of Personalized Learning for Schools, Families & Communities](#). The authors, Bruce Friend, Carri Schneider, Susan Patrick, and Tom Vander Ark posed 10 questions aimed at identifying the benefits for personalized instruction, the root of learning at Connections. "Personalized learning tailors learning to each student's strengths, needs and interests. Students have "voice and choice" in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible." The commitment to develop and collaborate professionally, as well as personalizing instruction for all students, are key components of the core standards for facilitating student learning at Connections and is evident in each of the professional learning sessions.

Flipped Learning Model

Prior to each of the professional learning sessions, teachers engage in a pre-session activity that requires them to reflect on their current practices, watch a video of a new strategy or teaching model, read an article focusing on a research-based instructional practice, or identify tools and strategies that have the greatest impact on learning. Following each of the sessions, the post-session activity provides teachers with an opportunity to reflect on what they learned and describe, or share an example, of how they will implement a strategy or best practice as they work with and support their students.



Teacher Orientation Course and Returning Staff Update

Teacher Orientation Course: All new teachers complete a self-guided, POBL-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates: This course is designed for teachers who are returning to Connections Academy and have already completed the Connexus and Curriculum orientation course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Connexus and Curriculum course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

Professional Learning Series

The **Professional Learning (PL) 100 series** supports new, school-based staff at established schools as they become effective facilitators of online instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

New Teachers in New Schools

Professional learning at new schools is integrated into the operational and school year cycle based training that teachers at new schools complete throughout the year with the support of the Training Support team. Teachers at new schools will start the PL 100 series during the school’s second year. This integrated model helps teachers at new schools focus their time on applying what they learn from the Foundations of Instruction course, following the school year cycle, familiarizing themselves with the instructional tools and data available in Connexus and developing the skills and strategies needed to become an effective online learning teacher.

The **Professional Learning (PL) 200 series** is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The **Professional Learning (PL) 300 series** supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

In addition to these required professional learning sessions, Connections also offers a variety of “optional” professional learning sessions and series throughout the school year. These sessions are available to all Connections teachers who seek to expand their professional knowledge. Sessions are designed for specific

content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content.

Professional learning sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback.

During the 2018–2019 school year, each level of the comprehensive and systematic professional learning model will focus on a monthly theme. The table below provides an overview of the series themes and session titles.

	Themes	PL 100	PL 200	PL 300
September	Reflection	Professional Learning Overview	An Overview of Professional Learning and Reflective Practice	Why Do We Do What We Do?
October	Connections	Connecting with Students to Create Community	Helping Students Connect to Learning in Meaningful Ways	Shifting the Focus (300+)
November	Ownership	The Power of Vocabulary in Building Student Ownership	Ownership: A Critical Element in Engagement	One Diverse Virtual Environment
January	Questioning	Effective Questioning to Maximize Achievement	Measuring Student Learning through Questioning	When Time Flies, Hit the Pause Button
February	Practice	Practice + Reteaching: An Integral Part of Learning	Deliberate Practice and Self-Monitoring	“I understand!” Using Self-Assessment to Determine Competency (300+)
March	Feedback	Feedback and Student Engagement	The Impact of Actionable Feedback on Learning	Working Together When Working Alone (300+)
April	Outcomes	Learning Outcomes with Meaning	Learning with the Brain in Mind	My Brain Made Me Do It! (300+)

Professional Learning 100 Series (2018–2019)

Session 101: Professional Learning Overview (recorded session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How does being a reflective practitioner enhance your role as an online facilitator? This recording will provide an overview of the Professional Learning 100 series and its focus on instructional shifts, data-driven decisions, and the Core Standards for Facilitating Student Learning. Best practices for fostering relationships with students, encouraging the synthesis and retention of information, and developing students’ conceptual understanding will be presented.

Session 102: Connecting Students and Teachers to Create Community

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How do relationships develop between student and teacher in a blended or online environment? The student and teacher relationship is a critical component of successful learning. The role of an online facilitator includes an additional responsibility to cultivate a sense of community among students. In this session, teachers will learn how to use synchronous and asynchronous tools and develop strategies to get to know students on a personal level. When paired with data, this knowledge will provide a complete picture of each student.

Session 103: The Power of Vocabulary in Building Student Ownership

Core Standard for Facilitating Student Learning: *Ensure High Levels of Student Engagement*

How can your vocabulary instruction motivate students, including those with identified risk factors? All students must be exposed to vocabulary in a variety of contexts to develop deep understanding and mastery of concepts. In this session, teachers will explore the benefit of understanding vocabulary across content areas and its impact on students who are at risk for poor academic performance.

Session 104: Effective Questioning to Maximize Achievement

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

How do students answer questions beyond restating information from a source? The ability to synthesize information from one or more sources to draw a unique conclusion is vital to 21st century skills and student success. Participants will explore strategies to guide students on how to gather evidence, internalize knowledge, and develop unique insights to demonstrate understanding.

Session 105: Practice + Reteaching: An Integral Part of Learning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

What role does deliberate practice and reteaching play in student learning? Conceptual understanding is a critical component of practice. In this session, participants will discover strategies to make practice opportunities purposeful and meaningful for students.

Session 106: Feedback and Student Engagement

Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback and Ensure High Levels of Student Engagement*

How does feedback impact student learning? Feedback inspires students to become better learners, allows them to take ownership of their academic performance, and encourages them to be more involved in the learning process. This session will demonstrate how educators can provide precise, targeted, and actionable feedback to motivate their students.

Session 107: Learning Outcomes with Meaning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

What strategies encourage students to retain information? Internalization requires students to make connections between what they're learning and how it applies to the real-world. Participants will discover how to incorporate real-world connections into the online and blended environment and reflect on the impact of previous professional learning sessions.

Professional Learning 200 Series (2018–2019)

Session 201: An Overview of Professional Learning and Reflective Practice (recorded session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How does being a reflective practitioner encourage powerful connections between teachers and students? This recording will provide an overview of the Professional Learning 200 series and how each session focuses on the Learning Sciences. Best practices for encouraging growth mindset, engaging students with higher-level questions, providing effective and deliberate practice opportunities, and designing motivational feedback will be presented.

Session 202: Helping Students Connect to Learning in Meaningful Ways

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Do your students feel connected to their teachers, their peers, and their learning? Students are most successful in a welcoming environment that fosters personalized learning and communication to create a sense of community. This session examines the nine events of learning that form the basis for effective instruction in online and blended environments.

Session 203: Ownership: A Critical Element in Engagement

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How do students develop persistence to continue with a task when the work gets challenging? Engaged students are invested in their learning and, as a result, demonstrate perseverance, grit, and a growth mindset. In this session, teachers will discuss mindset, productive struggle, and strategies for helping students become more resilient learners.

Session 204: Measuring Student Learning through Questioning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Do the types of questions teachers ask impact student learning? Higher-order thinking encourages students to develop deep understanding of content. In this session, teachers will explore a variety of questioning strategies to support student curiosity and assess genuine learning.

Session 205: Deliberate Practice and Self-Monitoring

Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback*

What type of support do students need as they practice skills and learn concepts? Practice must provide students with multiple opportunities to demonstrate learning without negative consequences. In this session, teachers will explore ways to personalize student learning through self-monitoring, re-teaching, and practice techniques.

Session 206: The Impact of Actionable Feedback on Learning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Are your students motivated by feedback they receive? Students believe they can learn and achieve at high levels when feedback effectively supports and guides them in their learning process. In this session, teachers will discuss how they provide relevant, timely, and actionable feedback to students in online and blended learning environments.

Session 207: Learning with the Brain in Mind

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How does having an understanding of brain research impact your instruction and interactions with students? Active learning requires cognitive presence as students go through multiple steps for processing information. In this session, participants explore the impact of working memory and executive functioning on student outcomes.

Professional Learning 300 Series (2018–2019)

September: Why Do We Do What We Do? (recorded session)

Core Standard for Facilitating Student Learning: *Develop and Collaborate Professionally and Ensure High Levels of Student Engagement*

What principles support teachers in providing personalized instruction to each student? Teachers are guided by the Every Student Succeeds Act (ESSA) as well as the philosophies that support the mission to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. In this recording, teachers will review the Core Standards for Facilitating Student Learning as a tool that informs their virtual instruction and preview the required and choice topics for the upcoming year.

October: Shifting the Focus (300+)*

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback*

How can we shift from a teacher-centered instructional practice to a student-centered learning experience? When teachers provide students opportunities to engage with their content in unique ways, students gain a feeling of empowerment over their learning. In this session, teachers will explore strategies to transition to a student centered approach in an effort to encourage students to develop ownership of their learning.

November: One Diverse Virtual Environment (required session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How do I meet the needs of all my students? Creating an environment that supports the diversity of students is fundamental to individual student success. In this session, teachers will learn strategies to accommodate the greatest number of students through flexibility in representation, expression, and engagement.

January: When Time Flies, Hit the Pause Button (required session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How is it already January? Oftentimes the speed at which the year progresses can be overwhelming to both teachers and students. In this session, teachers will be provided with time to pause and reflect on the first half of the year, evaluate their beliefs through John Hattie's 10 Mindframes, and determine personal resolutions for the second half of the year

February: "I understand!" Using Self-Assessment to Determine Competency (300+)*

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How do students know if they have mastered content and are considered competent? When students are given an opportunity to reflect objectively on their work, they are more likely to understand the assignment criteria and how to improve. In this session, teachers will explore ways to give students ownership over assessing their own understanding and to use data to verify students' self-assessments.

March: Working Together When Working Alone (300+)*

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback*

How can teachers promote cooperative learning opportunities effectively when working with students on individualized learning paths? Designing and providing collaborative learning activities empowers a student's resilience and fosters socialization and engagement. In this session, teachers will have the opportunity to collaborate using authentic curriculum items and use knowledge gained from this session to support students.

April: My Brain Made Me Do It! (300+)*

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Can students learn to acknowledge and work with the automatic processes of the brain? Students who are armed with effective metacognitive strategies are better equipped to counter quick decisions, resulting in more active learning. In this session, teachers will explore instructional strategies to help their students understand the role of the brain in their learning and how to develop their cognitive flexibility.

**300+ sessions: Participants choose two additional sessions to continue their learning.*

Math, We've Got This! Professional Learning Series

Designed for new and returning teachers at established schools, this seven-session series will explore instructional components needed to lead effective number talks and promote discourse among students, as well as investigate the development of a student's fundamental understanding of numeracy in order to grasp higher level and abstract concepts.

Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

- Elementary, Part 1: Creating a Culture for Math Practices and Mindset
- Elementary, Part 2: Building Conceptual Understanding in Math
- Secondary: Fostering Effective Mathematical Practices for Secondary Students

	Creating a Culture for Math Practice and Mindset	Building Conceptual Understanding in Math	Fostering Effective Mathematical Practices
September	Creating a Culture for Math Practice and Mindset Overview	Building Conceptual Understanding in Math Overview	Fostering Effective Mathematical Practices Overview
October	When Numbers Don't Make Sense	Know Thy Place (Value)	Ask Me Anything About My Math
November	Put the Calculators Down: Using Discourse to Deepen Understanding	Get to the Point	Ready or Not, Here Comes Algebra
January	Rules Don't Apply	"How many slices of pizza do I get?"	Talk the Talk
February	The Signs Told Me to Do It: Developing Understanding of Addition and Subtraction	"Why can't I add apples and oranges?"	Decoding Math: What the Mistakes are Saying
March	The Signs Told Me to Do It: Developing Understanding of Multiplication and Division	"My dad is eight feet tall!"	"When will we EVER use this?"
April	"I plussed the numbers." The Importance of Math Vocabulary	X Marks the Spot	Check Yourself: Using Self-Monitoring Strategies

Creating a Culture for Math Practices and Mindset

September: Creating a Culture for Math Practice and Mindset Overview (recorded session)

How can teachers move beyond an instructional practice focused on operations and algorithms? Through deep content exploration, teachers can promote a math mindset and flexible thinking in their students. In this recording, teachers will preview the Math, We've Got This! Series which focuses on developing strategies for facilitating discourse, developing number sense, and using appropriate mathematical vocabulary.

October: When Numbers Don't Make Sense

Why is a developed number sense critical to student success in mathematics? Research shows that students that can use numbers flexibly tend to be more successful. In this session, participants will investigate both why a developed number sense is important and how to help students acquire a better sense of numbers.

November: Putting the Calculators Down: Using Discourse to Deepen Understanding

How comfortable are your students talking about math? How comfortable are you in planning for and promoting discourse in your lessons? This session will focus on the importance of math discourse and how to successfully plan for promoting discourse in your math lessons.

January: Rules Don't Apply

How can math rules be a detriment rather than a help to students' long term success? Some tips and tricks younger students learn are not mathematically sound and can hinder students' progress as they advance into higher levels of math. In this session, participants will review common math rules that expire and alternate ways to teach the concepts associated with these topics.

February: The Signs Told Me to Do It: Developing Understanding of Addition and Subtraction

How do you know your students truly understand the operations of addition and subtraction and are not just replicating an algorithm? Students need a foundational understanding of the properties of addition and subtraction to feel confident manipulating numbers formally. In this session, teachers will break down the formal algorithms and investigate alternative strategies for teaching both.

March: The Signs Told Me to Do It: Developing Understanding of Multiplication and Division

How many strategies do you have for teaching multiplication and long division? Being able to replicate the standard algorithm for either does not guarantee students understand the concepts. This session will break down the formal algorithms and investigate alternative strategies for teaching multiplication and division.

April: "I plussed the numbers." The Importance of Math Vocabulary

Is vocabulary acquisition only for English Language Arts? Math vocabulary can be a serious roadblock to understanding content if students are not comfortable using proper terms. In this session, participants will investigate strategies for incorporating explicit vocabulary instruction.

Building Conceptual Understanding in Math

September: Building Conceptual Understanding in Math Overview (recorded session)

How can teachers move beyond an instructional practice focused on computation and a focus on the “right” answer? Through deep content exploration, teachers can build mathematical conceptual understanding in their students. In this recording, teachers will preview the Math, We’ve Got This! Series which focuses on developing strategies for teaching foundational skills including place value, decimals, fractions, geometry, and algebra readiness.

October: Know Thy Place (Value)

What is the role of place value in connecting foundational concepts? As students build from counting to two-digit whole numbers, comparing and ordering numbers to addition and subtraction, place value is the central component that links these skills. In this session participants will investigate strategies for engaging students in activities that develop understanding of place value and serve as a bridge into activities and problem-based tasks that extend their learning.

November: Get to the Point

Why is the concept of the decimal so challenging for elementary math learners? Transitioning students from whole-number ideas to the role of the decimal as an indication of the parts of the whole is critical for deepening understanding of the complexity of numbers. In this session, participants will discuss strategies for addressing decimal misconceptions and for laying a solid foundation for future problem-solving applications.

January: “How many slices of pizza do I get?”

Why do students typically enjoy the exploratory and discovery phase of learning fractions, but exhibit confusion or frustration when completing fraction computations? Shifting students from that exploratory phase to computation phase is critical for ensuring that students have the ability to reason and make sense of math. In this session, participants will explore a variety of instructional strategies and tools that can be used to support an immersive and diverse experience with fractions.

February: “Why can’t I add apples and oranges?”

Why are diverse exposures to fractions a critical component for preventing the development of mathematical misconceptions? Oftentimes, fractions are deeply connected to a set of computation rules rather than a conceptual understanding of the meaning of a fraction. In this session, participants will delve deeper into common misunderstandings many students have about fractions and will explore instructional strategies for ensuring a thorough understanding of what a fraction represents.

March: “My dad is eight feet tall!”

How does early skill development of measurement lay the foundation for later success in geometry? Students who develop a sense of relative measurements and feel comfortable using units to describe measurements have a solid conceptual understanding of geometry. In this session, we will explore this relationship and strategies to grow student understanding of these critical foundational skills.

April: X Marks the Spot

Does algebra readiness start as early as first grade? Elementary students are successfully using big algebraic ideas including working with patterns, using symbols, and representing numbers in a variety of ways. In this session, participants will examine instructional strategies for building upon early elementary math skills with an algebraic mindset.

Fostering Effective Mathematical Practices for Secondary Students

September: Fostering Effective Mathematical Practices for Secondary Students Overview (recorded session)

How can reflection on instructional practices enhance students' level of comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Series which 26 focuses on developing strategies for facilitating deeper, more meaningful discussions through the use of planned questions, math vocabulary, and instructional strategies.

October: Ask Me Anything About My Math

How can talking about math help students develop a better understanding of content? This session will focus on the use of talk moves that promote math discussion and the importance of creating a safe environment, identification of tasks that are conducive to discourse and planning of relevant, meaningful questions designed to extend the conversation.

November: Ready or Not, Here Comes Algebra

Why is it critical for students to have a solid foundation in Algebra? The ability to reason algebraically helps students to think logically, identify patterns, form conclusions, construct arguments, and solve new and unfamiliar problems. In this session, participants will discuss benchmarks in assessing algebra readiness and explore instructional strategies for correcting misconceptions in prerequisite skills.

January: Talk the Talk

How can purposeful math vocabulary instruction impact student learning? When students are immersed in intentional vocabulary development, they are better equipped to use mathematical processes accurately and complete computations with precision. In this session, teachers will review the importance of using precise mathematics vocabulary in their instruction and will examine strategies to hold their students accountable to the same expectation.

February: Decoding Math: What the Mistakes are Saying

What can mistakes reveal about a student's understanding? Error analysis is a powerful tool for both teachers and students to uncover misconceptions and misunderstandings and to gain insight into student thinking. In this session, participants will develop a deeper understanding of the error analysis strategy and how to use it as a tool to evaluate a student's understanding.

March: "When will we EVER use this?"

What happens when students can clearly see how the content will be relevant beyond their math lessons? Students who participate in authentic problem solving engage on a deeper level and take ownership of their learning. In this session, participants will focus on the differences between a real world scenario and a real-life context problem and strategies for incorporating real-world applications into students' mathematical experiences.

April: Check Yourself: Using Self-Monitoring Strategies

What is the question really asking? Students need to actively engage in the problem-solving process through the use of self-monitoring. In this session, teachers will utilize strategies from topics discussed throughout the year to empower students to solve problems effectively.

Optional Professional Learning Sessions and Series (2018–2019)

	Title	Audience	Description
Exceptional Student Support: Multi-Part Series	Introduction to Gifted Education	K–12 teachers	What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programming, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.
	Making Appropriate and Legal Curriculum Modifications for Students with IEPs	K–12 teachers	Ever wonder how to make an appropriate, individualized curriculum modification for a student with an IEP? If you struggle with maintaining course integrity while still providing students with the modifications to succeed, then attend this series. In part one we will explore the principals of curriculum modification as well as the legal principles behind it. In part two we will focus on modification practices and resources for modifying the four core academic areas. By the end of the series, participants will know how to modify a lesson.
Exceptional Student Support: Standalone Sessions	Truancy and the Withdrawal Process for Students in Special Populations	K–12 teachers	Students with exceptionalities, such as students with documented disabilities on an IEP or Section 504 plan or English Learners, are afforded many protections under federal and state law, particularly in the area of discipline. Procedures related to truancy and discipline for special populations dictate that certain steps are followed to ensure these students' rights are protected. This session will explain those steps, how to document them as well as provide tips for ensuring student safety.
	Creating a Culture for Math Practices and Mindset	K–5 teachers	This series focuses on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently move through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.
STEM Support: Multi-Part Series	Building Conceptual Understanding in Math	K–5 teachers	This series focuses on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.
	Fostering Effective Mathematical Practices for Secondary Students	6–12 teachers	This series focuses on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies in conjunction with other content specific instructional strategies to ensure students are algebra ready.
STEM Support: Standalone Session	Bringing Science to Life!	K–12 teachers	Did you know that students learning in virtual education settings already have a lot in common with modern day scientists? In this session, teachers will discuss how to best utilize online collaboration techniques as well as learn about resources that share real scientific data with the public. When used together, students are able to extend their understanding of scientific concepts by collaborating, analyzing, drawing conclusions and problem solving about information presented in data sets. Teachers will learn how this approach also facilitates the inclusion of all aspects of STEM into one lesson. Designing inquiry-based, hands on science activities for the online classroom will also be discussed. These processes are very similar to how scientists collaborate on experiments from their labs all over the world. Come share in the discussion about how your students can be

			transformed into scientists!
Advancing Your Online Instructional Practices: Standalone Sessions	Adobe® Connect™ Layouts: Working Smarter	K–12 teachers	How can using multiple layouts in Adobe Connect improve LiveLesson® session instruction? Creating specific layouts based on needs allows teachers to move between layouts with ease. In this session, teachers will discover instructional uses of multiple layouts to maximize their LiveLesson sessions and will have time to create layouts in their LiveLesson room.
	Developing Beneficial Time Management Routines	K–12 teachers	What role does your calendar have in developing a time management routine? Using features specific to a Google calendar will help teachers organize their responsibilities and establish beneficial time management habits. In this session, teachers will identify their routine tasks and organize their calendar to best manage their time each day.
	Finding the Data After the Polls	K–12 teachers	Are you using the Adobe Connect poll pod data from your LiveLesson sessions to guide your instruction? When teachers can review data after a LiveLesson session they can purposefully plan future instructional opportunities. In this session, teachers will discover the data that is captured by the poll pods, ways to view that data and discuss instructional decisions that can be made with the data.
	Socialization and Connectedness in the Virtual World	K–12 teachers	What role does building a community of learners play in the learning process? In this session participants will explore how to create a welcoming environment in which the online facilitator fosters personalized learning and communication to create a sense of community leading to student success. Session activities will include a focus on research that indicates that students who have strong connections within their learning environment and a foundation for valuing education and communication have the ability to self-advocate which enhances their growth mindset
	Using Adobe® Connect™ Breakout Rooms with Confidence	K–12 teachers	How can breakout rooms improve your instructional practice? Breakout rooms allow teachers to maximize engagement, personalize instruction, and offer collaboration among students. In this session, teachers will become familiar with the basic features of using breakout rooms and discover instructional strategies to enhance the student learning experience.
Multitiered Instructional Support: Standalone Session	RTI: Some Assembly Required	K–12 teachers	Can someone explain the RTI process? RTI, or Response to Intervention, is a multitiered approach to student learning. In this session, participants will get a streamlined look at RTI, a deeper understanding of each component, and the role of the Student Support Team (SST) in providing students a personalized learning experience.
Developing Student Connections: Standalone Sessions	The Impact of Strong Teacher/Student Relationships	K–12 teachers	How does a positive student teacher relationship impact student performance? When teachers invest time in learning about their student as a whole child, there are less surprises in end results. In this session, teachers will examine strategies to get to know their students beyond their academic performance and discover the impact this connection has on student learning.
	Emotional Intelligence and Student Learning	K–12 teachers	Why is emotional intelligence a factor in academic success? When students understand how they feel, they are better able to focus on learning and instruction. In this session, teachers will explore strategies to support students in recognizing the connection between emotions and learning.

Tuition Assistance for Connections Academy School Staff

Connections Academy school staff are eligible for up to \$5,250 in employer-paid tuition assistance each year. This benefit assists staff with their continued education and development. Some restrictions apply including enrollment in an accredited program, as well as successful completion of the course(s).

Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
 - Curriculum and Course Support
 - Data & Reports
 - Enrollment, Placement, and Withdrawal
 - Family Engagement
 - Multitiered Instructional Support
 - Professional Learning and Collaboration
 - School Year Cycle
 - Teacher Protocols, Policies, and Best Practice
 - Live Lesson Sessions
-

Recognitions

- Pearson Online & Blended Learning K–12 won a BESSIE award for Teacher Central, Best Teacher Instructional Support Website. Teacher Central is a proprietary instructional support website for the [certified teachers and school-based staff](#) serving K-12 students nationwide in fully online public schools supported by Connections Academy®, a division of Pearson Online & Blended Learning. The site serves as a one-stop shop for resources to support teacher effectiveness, best practices, and tools for personalizing learning for students. Teacher Central is comprised of a variety of recorded tutorials, presentations, and guides.
- In 2017, Tech & Learning recognized the Pearson Online & Blended Professional Learning Model with its 2017 Award of Excellence.

- In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.
- In May 2016, the Connections Professional Learning Model was recognized as a CODIE Award finalist in the category of Best Professional Learning Solution for K-20 Faculty and Administrative Staff. The CODIE Awards recognize the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.



The mission of the Learning Coach Support team is to educate, support, and encourage Learning Coaches. We help Learning Coaches to develop connections to their schools and to each other, and provide them with the tools, skills, strategies, and confidence to nurture and cultivate their student's academic performance and success.

Training and Resources

Learning Coaches' needs are unique to their role, and we equip them with the following training and resources to provide them with the support and information needed to be effective Learning Coaches.

Learning Coach Orientation Course

All new Learning Coaches complete a self-guided, POBL-developed Learning Coach orientation course. The 2018-2019 orientation course covers information about the role of the Learning Coach, preparing for the first day of school, recording attendance, running the scheduler and using the planner, and available resources.

To supplement the orientation and provide information on other necessary topics for new Learning Coaches, Learning Coach Essentials were developed. Learning Coach Essentials are a series of suggested resources providing additional resources to Learning Coaches on topics in more of a just-in-time format. The resources provide additional information when it's needed and in a format that supports adult learning and multiple learning styles.

Returning Learning Coaches are provided information, via a Learning Coach Questionnaire, to remind them of the resources that are available to them, encourage them to visit Learning Coach Central, and provide them the option to review the orientation course.

Learning Coach Success Series

Each month, there are multiple LiveLesson sessions offered to Learning Coaches, with recordings made available following the sessions. The goals of these sessions are to:

- Provide Learning Coaches with instructional strategies to improve performance and support their students in the areas identified as critical to student success
- Support Learning Coaches in developing their expertise and a comfort level in using the features and functions in Connexus
- Help Learning Coaches to support their students in developing the skills needed in becoming college and career ready

Sessions are based on six main themes and branded by theme and grade band where applicable:

- The Art of Being a Learning Coach
- Empower and Engage Your Student
- Preparing for Launch
- Coaching the Exceptional Learner
- Math, We've Got This
- Getting Connected

In addition to open Q&A sessions, some examples of Learning Coach Resource Sessions available are:

- Connect Learning and Fun: Clubs and Activities
- Exploring Language Arts (separated by ES, MS, and HS)
- Exploring Math (separated by ES, MS, HS)
- Ready to Learn
- Nurturing Student Motivation
- Overcoming Perfectionism in Gifted Students Qualifying for Financial Aid and Completing the FAFSA
- Scholarship Strategies
- Ace the Assessment: Helping Your High School Student Prepare
- Coaching Your High School Student for Success

Following each session, Learning Coaches are given the opportunity to complete a survey. Information provided in the survey is used to gauge the effectiveness of the session, gain insight into the needs of Learning Coaches, and get recommendations for future session topics.

Learning Coach Central

Learning Coach Central, a website designed specifically to support Learning Coaches, provides a visually appealing, user-friendly interface and is fully accessible and viewable on a mobile device or tablet. Learning Coaches will find it easy to navigate to resources and find information. The site is divided into several categories with the ability to open resource documents, tutorials, video Quick Clips, and links found within each category. These resources and categories are indicated by at-a-glance icons for easy reference. The categories include: Orientation and Tutorials, Getting Started, Daily Tasks, Success Series, Resources, Instructional Support, Assessments, Staying Connected, and Clubs & Activities. Learning Coach Central contains numerous resources providing valuable information to assist and support Learning Coaches, and new resources are developed regularly.

Learning Coach Link

Learning Coach Link is a monthly communication for Caretakers and Learning Coaches distributed via WebMail message. It provides another resource for Learning Coaches to receive information about upcoming Learning Coach Success Series Sessions, links to prior sessions, instructional support tips and strategies, and Connexus tips, tricks, and updates.

Learning Coach Success Series Onboarding Sessions

Before the start of each school year, we also offer Success Series sessions specific to onboarding new Learning Coaches. These sessions, led by currently-enrolled parents, help families prepare for their first days of school. Learning Coaches are encouraged to attend this series of sessions in addition to completing the Learning Coach Orientation and familiarizing themselves with their school-specific handbook. In addition to open Q&A sessions, four different topics are addressed:

- Virtual School Basics
- Getting Ready for the First Day
- First Days: What to Expect (separated by ES, MS, and HS)
- Beyond the First Days

California Connections Academy @North Bay

Spending Plan for funds from the Education Protection Account For the 2014-15 through 2017-18 and 2018-19 Fiscal Years

Presented to the Board of Directors on August 28, 2018

Background

Proposition 30, enacted in November of 2012, established the Education Protection Account (EPA). The new revenues generated from Proposition 30 are deposited into this newly created state account, and funds are distributed quarterly, starting in 2013-14. The EPA funding must not be spent on administrative activities, but rather must be spent on instructional expenditures. At the May, 2013 board meeting, the board adopted a resolution detailing the intention of its charter schools to comply with all requirements of the EPA funding. These funds will be received and spent annually. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then posted on the school's public website. After final expenditures have occurred, those must also be posted in the website. What follows is the proposed spending plan both for the EPA funding that we have received, as well as for the funding that we will be receiving.

Funding

The amount of the 2014-15 funds received and expended was \$13,626.

The amount of the 2015-16 funds received and expended was \$20,696.

The amount of the 2016-17 funds received and expended was \$28,198.

The amount of the 2017-18 funds received and expended was \$33,494.

The estimated amount of the 2018-19 funds expected to be received and spent in accordance with this plan could be as much as \$32,000, and may be more.

Uses

We used the EPA funds for 2014-15 through 2017-18, and plan to use the funds during 2018-19, to pay for teacher salaries and benefits.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for August, 2018

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written financial report for CalCA schools

DATE: August 27, 2018

BACKGROUND

This written update will be prepared for each board meeting in order to facilitate the flow of the board meetings 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 currently operating CalCA schools. The report will include sections on the monthly financial statements, other financial matters, compliance and accountability matters, and 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.

COMPLIANCE AND POLICY ITEMS:

All items due in June were submitted by the state deadline, including the budget, LCAP, Annual Charter School Information Survey and the Consolidated Applications.

End of year CALPADS reporting was completed by the deadline in July. The EOY reporting includes reporting on college course enrollment/completion and on student absenteeism which are being used for the Dashboard accountability metrics. This was the second year this data was reported, and it will therefore be used to show improvement or decrease in these metrics on the Dashboard.

Annual ADA reporting, from which some funding calculations are drawn, was completed by early July. The majority of funding is calculated on the P2, reported in the spring. The Annual ADA reported was:

Capo: 3,477.01
Central: 400.89
Ripon: 1081.44
North Bay: 167.83

All schools had a slight decrease in ADA between P2 and Annual, with the exception of North Bay, which had a very slight increase. The ADA decreases because students continue to withdraw but additional students are not added after March since enrollment is closed.

As per the usual year end timeline, I am working with the authorizing districts to close out the fiscal year and exchange all money owed. We must pay the oversight fees and the districts must pay the in-lieu property tax funds. The amounts owed are based on the final revenue amounts for the school calculated by the CDE.

As reported before, all bonuses were paid out in July and teacher bonus amounts will be reflected in the 2018-19 financial statements, whereas administrator bonuses are accrued for 2017-18.

Additional work is needed on the year end revenue amounts in order to reconcile back to what the state final funding amounts are. For all schools this will result in lower revenue than originally projected, and so other adjustments to expenses and services credits will be made as well. The final due date to enter the year-end financial information into the state's Charter School Alternative Form and submit the Unaudited Actuals is the statutory deadline of Sept 15. The June financial information and an initial draft of the reports are included in the board materials for review and approval. However, due to the updates needed, the final forms, as submitted, will be included next month in the board materials for discussion and ratification.

Reporting for federal funds:

The "LCAP Addendum" was initially released in June and is designed to fill in any gaps in the LCAP needed to meet federal reporting requirements. Originally this addendum was to be due to CDE in August and it must be board approved. However, the submission date was moved out to next June, and submission of the LCAP Addendum will align with submission of the rest of the LCAP. It is anticipated that additional changes to the template will take place during 2018-19. The school will continue to track the state and federal requirements needed to receive federal funding.

AUDITS:

The first part of the annual audit took place on July 17 at the Capistrano office for all four schools. The interim audit visit includes compliance items such as Independent Study attendance, Master Agreements, audits of the LCAP and CALPADS counts, and samples of internal controls on accounting procedures. Most of the work was completed before and during the visit, however additional follow up

was done by phone in August, and there are a few other items that are still being completed. The next portion of the audit will take place in October after the financial records for 17-18 are completed. The Capistrano school once again met the \$750,000 threshold to conduct a “single audit” of federal funds. The auditors will be examining the use of Title I funds for this separate portion of the annual audit. For 2017-18 the audit reports will still be separated by the three former non-profit corporations, but for 2018-19 it is expected that the audit report will show the new CalOPS non-profit with all fiscal information separated out by individual school.

The division of the IRS that oversees tax-exempt corporations contacted the Friends of California Virtual Education to conduct an audit of the 2015-16 fiscal year, as reported on the 990 tax returns. The IRS auditor will be coming to the Ripon office on Sept 17 and will conduct a several day in person audit. Documents have been requested and will be provided ahead of time to the greatest extent possible. There are also numerous questions about various operating policies and procedures which the IRS will conduct in order to verify that the non-profit corporation is sufficiently separate from Connections Education/Pearson Online and Blended Learning and that financial arrangements follow the Statement of Agreement between the entities.

CHARTER DOCUMENTS:

As a continual reminder of the progress being made, both the Capistrano and North Bay schools are making progress on the charter renewal process. Final work is being done to update the charter documents for renewal, and changes include all the charter amendments that were done last spring. CUSD confirmed their timeline for charter renewal and the final vote on the charter renewal is expected to take place in mid-December. Submission of the North Bay renewal will likely take place in late November or early December. The charter documents which will be submitted will be brought to the board for approval prior to submission. The Capistrano charter will be ready by the September board meeting and will be formally submitted on October 10. The North Bay charter renewal will likely be brought to the board for the October board meeting.

Regarding the name change, Administration has decided to remove the “@” sign from all school names. In addition, regionally based names (like North Bay and Central Coast) are being considered for ALL schools, so the Capistrano school may have a name change to better reflect the large area of Southern California served.

The **new** charter application submitted to Cuyama Joint Unified School District is expected to be voted on at the September 13 CJUSD Board of Trustees meeting. Some minor changes to the charter submission were submitted, including updating the name of the governing board and removing the “@” sign from the school name (the school name would therefore be California Connections Academy Central Coast). The school had been able to work cooperatively with the authorizing district new administration to resolve their questions or concerns and a favorable staff recommendation is expected.

NON-PROFIT CORPORATION MERGER:

Work is finalized for the initial phase of the non-profit corporation merger, and will be discussed further at the meeting. All charter amendments were finalized with all four districts, and written confirmation was received from each. The initial filing with the Attorney General office resulted in a request for additional information, but subsequently, there were no objections from that office regarding the merger. The disclosure period for all parties ended, and the final closing documents were prepared and signed today, August 27. The filing is taking place and the effective date will therefore be August 27. The filing of the official name change, which included filing the Amended Articles of Incorporation, will take place on August 28, and once receipt is confirmed from the Secretary of State, the corporation name change will be official as of that date.

The combined and updated policies and amended board documents and contracts will then be worked on and brought back to the board in the fall. The updated fiscal policies will be ready for the September board meeting. There are still many other items related to the financial accounting, banking and fiscal processes that will need to be put in place following the merger.

OTHER ACTIVITIES:

I attended the national charter school conference in Austin in June and then the Connections Education/POBL annual leadership conference in Baltimore later in June.

Once again the school office closed for a week in mid-July and all administrative staff had a week of paid time off. That week I scheduled installation of a new shelving system at the Capistrano office which will significantly increase storage space for student records. The majority of the installation took place that week, with additional work later in the summer. All student records have been moved into the new shelving system and surplus filing cabinets will be distributed to various locations at the Capistrano office, plus some may be moved to the Ripon office to increase filing space there. Any additional remaining will be sold or donated to another public school.

One new member of the Business Services Department were hired in August. She will work from the Ripon office as the receptionist, plus support the enrollment team.

The back to school retreat for all staff went very well. The Business Services team provides logistical support during the event.

MONTHLY FINANCIAL REPORTS:

Highlights of the monthly financial information for June are reviewed below. Because the Financial Report next month will include the final information about the year end close, more detailed information will be provided in the next report about how the school did relative to the approved budget, including a detailed chart of various areas of the budget. In this report, only certain key items and will be noted.

All CalCA

There are several trends which are common across all the schools which are described below. Variations between schools are also noted below. Expenses related to the Connections fee schedule are not addressed as those are subject to change with the final calculations.

- ❖ Ultimately, teacher compensation costs came in higher for three of the four schools, with Central showing decreased compensation costs. Capistrano and Ripon were only 1% above budget, while North Bay was approximately 4% above. This may be due to the allocation method which splits payroll costs based on enrollment.
- ❖ Substitute teacher costs were high across all schools. The substitute teaching services are very important, especially when teachers are out on medical leave, however, school administration is looking into possible ways to spend some of the funds spent on subs for other solutions. The total cost of substitutes across all four schools was approximately \$650K.
- ❖ As mentioned previously, college grant expenses incurred this year were primarily for the additional counselor position. The Capistrano school absorbed most of this cost, and so most of the Capistrano grant funds were spent. The other three schools will have significant costs which will be deferred and spent next fiscal year. Next year is the final year of this grant.
- ❖ Student technology costs did come in below budget for three of the four schools, based on a slightly lower demand than originally anticipated. The Ripon school spent more on student technology than budgeted. This trend will be analyzed to see if in the 18-19 budget we need to have different rates for technology requests based on school location.
- ❖ Pass through expenses ended up being mostly below budget for all schools. When reviewing pass through expenses, it is helpful to group the various line items by category, such as testing, travel/training and facility costs. All of these categories, when grouped that way, were below budget.
- ❖ For direct school expenses, the science lab costs overall were below budget and other areas also showed savings. One area where costs exceeded budget was in student activities. Central and North Bay had lower costs, Ripon costs were approximately the same as budgeted, but Capistrano had higher costs. The costs for the Capistrano events have been increasing due to the size of the events and the costs in Southern California for venues and activities.
- ❖ Most legal fees this year were related to the corporation merger and so have now been allocated across the schools rather than charged to just one school or corporation.
- ❖ The Math Time to Talk program ended up being below budget and costs will be reviewed in order to budget effectively for this new program for 18-19.
- ❖ The Prop 39 Energy Grant projects are slated to take place during 2018-19 or the summer of 2019 and will result in capitalized assets for the Ripon and Capistrano schools.

Balance Sheets:

The following is the most current status of the outstanding invoices:

- Central is caught up on payments and will owe for the June invoice due to be approved.
- North Bay did not make any additional payments over the summer and still owes for several months.
- Capistrano paid for part of the March invoices plus all of April, so only owes for May and then for June, once approved.
- Ripon owes multiple months and was able to make a payment in July for the December and part of the January invoices, but still owes from January through June.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ Central
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 8-27-18

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	2,835,450		2,835,450
	Education Protection Account State Aid - Current year	8012	633,028		633,028
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	190,821		190,821
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		3,659,299	0	3,659,299
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		115,809	115,809
		8290		101,781	
	Federal Funding - Title I	8290		14,028	
	Federal Funding - Title II-A	8019		0	0
	Prior Year Adjustments	8181, 8182		63,224	63,224
	Special Education - Federal	8220		0	0
	Child Nutrition - Federal	8110, 8260-8299	499	0	499
	Other Federal Revenues		499	0	0
	Federal Funding - E-Rate		499	0	0
	Total, Federal Revenues		499	179,033	179,532
3.	Other State Revenues				
	Special Education - State	StateRevSE		84,103	84,103
	All Other State Revenues	StateRevAO	128,190	22,559	150,749
	Star Testing	StateRevAO	1,076		
	College and Career Block Grant	StateRevAO	0		
	Madated Cost Reimbursement	StateRevAO	12,271		
	One Time State Funding	StateRevAO	60,066		
	Lottery	StateRevAO	54,668	22,559	
	Miscellaneous State Funds	StateRevAO	110		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0	7,449	
	Total, Other State Revenues		128,190	106,662	234,852
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	2,126	0	2,126
	Interest Income	LocalRevAO	2,126		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		2,126	0	2,126
5.	TOTAL REVENUES		3,790,114	285,695	4,075,809

NOTES FOR ITEMS TO BE DONE
BEFORE SUBMISSION

NOTE: LCFF revenue is being
reconciled to state numbers
ANTICIPATED: \$3,589,107

Title I will be \$97,915
Title II will be \$14,296

One time funding est at:
\$62,324

Lottery estimated at:
\$84,991
Updated Restricted portion of lottery

This 'One time' is SpED funding

4,075,809.34 0.00

B. EXPENDITURES**1. Certificated Salaries**

Certificated Teachers' Salaries	1100	856,493	106,145	962,638
Certificated Pupil Support Salaries	1200	85,752		85,752
Certificated Supervisors' and Administrators' Salaries	1300	100,027	23,593	123,620
Other Certificated Salaries	1900	0	0	0
Total, Certificated Salaries		1,042,272	129,738	1,172,010

Will add Title I teacher and counselors to restricted here

2. Non-certificated Salaries

Instructional Aides' Salaries	2100	0	0	0
Non-certificated Support Salaries	2200	71,202	0	71,202
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
Clerical and Office Salaries	2400	0	0	0
Other Non-certificated Salaries	2900	0	0	0
Total, Non-certificated Salaries		71,202	0	71,202

1,243,211.51 0.00

Description		Object Code	Unrestricted	Restricted	Total
3. Employee Benefits					
STRS		3101-3102	157,674	9,207	166,881
PERS		3201-3202	0	0	0
OASDI / Medicare / Alternative		3301-3302	20,560	1,881	22,441
Health and Welfare Benefits		3401-3402	260,183	14,222	274,405
Unemployment Insurance		3501-3502	15,032	1,751	16,783
Workers' Compensation Insurance		3601-3602	22,269	2,595	24,864
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			475,718	29,656	505,374
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials		4100	0	0	0
Books and Other Reference Materials		4200	650,473	22,559	673,033
Tangible and Intangible Instructional Materials		4200	672,825		
Other Curriculum		4200	208		
minus restricted lottery funds		4200	(22,559)		
Materials and Supplies		4300	302,810	0	302,810
Office Supplies		4300	3,783		
Expensed Furniture and Equipment		4300	1,130		
ConnexusTM Annual License (LMS)		4300	271,242		
Hardware/Software - Employees		4300	13,860		
School Curriculum Supplies		4300	10,275		
Graduation		4300	2,520		
Noncapitalized Equipment		4400	221,375	0	221,375
Student Technology Assistance		4400	221,375		
Student Testing Technology		4400	0		
Food		4700	0	0	0
Total, Books and Supplies			1,174,659	22,559	1,197,218
5. Services and Other Operating Expenditures					
Subagreements for Services		5100	624,783	238,223	863,006
Educational Resource Center		5100	56,961		
Short Term Substitute Teaching		5100	52,262		
Direct Course Instruction Support		5100	8,144		
Technical Support and Repairs		5100	67,811		
Enrollment and Records Management		5100	26,320		
Human Resources Support		5100	28,875		
Facility Support Services		5100	2,433		
Community Outreach		5100	25,000		
Accounting and Regulatory Reporting		5100	22,604		
Treasury Services		5100	59,007		
Marketing Services		5100	39,338		
Special Education Oversight and Liability		5100	0	98,345	
Contractual Service Credit		5100	0		
School Administration		5100	236,028		
Title I - SES Tutoring		5100	0		
Special Education Direct Services		5100	0	139,878	

Will add additional restricted benefits costs for Title I and Title II

1,748,585.90 0.00

Restricted lottery coded to 4100

Anticipated that the school MAY need service credit under DPC clause

Travel and Conferences				5200	17,223	0	17,223
	Travel and Conferences - Teachers			5200	1,816		
	Travel and Conferences - Administration			5200	3,816		
	Board Expenses			5200	2,113		
	Student Activities			5200	9,479		
Dues and Memberships				5300	4,897	0	4,897
	Dues			5300	4,897		
Insurance				5400	1,030	0	1,030
	Insurance - D&O			5400	1,030		
Operations and Housekeeping Services				5500	3,139	0	3,139
	Maintenance & Repair			5500	3,139		
Rentals, Leases, Repairs, and Noncap. Improvements				5600	31,161	0	31,161
	Copiers/Reproduction			5600	1,313		
	Rent			5600	23,851		
	Rent Operating Expense			5600	3,202		
	Rent Storage Unit			5600	807		
	Utilities			5600	1,989		
Professional/Consulting Services and Operating Expend.				5800	146,052	0	146,052
	Student Testing & Assessment			5800	23,611		
	Staff Recruiting			5800	1,339		
	Staff Training / Prof. Dvlpmnt.			5800	33,884		
	Team Building			5800	2,129		
	M&T Credit Suspense			5800	0		
	Banking fees			5800	437		
	Financial Audit			5800	9,563		
	District Oversight			5800	36,593		
	District Administration			5800	10,000		
	STRS Reporting			5800	2,387		
	Accreditation and Consulting			5800	2,407		
	Internet Subsidy Payment Processing			5800	5,425		
	Legal			5800	3,718		
	Science Lab			5800	6,244		
	Science Lab - Other Contracted Services			5800	5,084		
	Other School Contracted Services			5800	501		
	Other School Expenses			5800	(2,844)		
	Prop 39 Clean Energy Planning			5800	0		
	AERIES			5800	1,586		
	Summer School			5800	3,989		
Communications				5900	54,123	0	54,123
	ISP Payment Reimbursement			5900	24,142		
	Curriculum Postage			5900	21,714		
	Office Postage			5900	3,288		
	High Speed Internet			5900	2,702		
	Phone			5900	2,276		
Total, Services and Other Operating Expenditures					882,408	238,223	1,120,632
6. Capital Outlay							
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170		0	0	0	0
	Buildings and Improvements of Buildings	6200		0	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0	0
	Equipment	6400		0	0	0	0
	Equipment Replacement	6500		0	0	0	0
	Depreciation Expense (for accrual basis only)	6900		0	0	0	0
	Total, Capital Outlay			0	0	0	0
7. Other Outgo							
	Tuition to Other Schools	7110-7143		0	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0	0
	All Other Transfers	7280-7299		0	0	0	0
	Debt Service:						
	Interest	7438		0	0	0	0
	Principal (for modified accrual basis only)	7439		0	0	0	0
	Total, Other Outgo			0	0	0	0
8. TOTAL EXPENDITURES					3,646,258	420,177	4,066,435
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					143,856	(134,482)	9,374

Will add all restricted training and PD charged to Title I and Title II

Will be sure this balances to final ending fund balance for the year:

1,057.93 8,316.00

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)			143,856	(134,482)	9,374
F. FUND BALANCE, RESERVES					
1.	Beginning Fund Balance				
a.	As of July 1	9791	104,275	0	104,275
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		104,275	0	104,275
2.	Ending Fund Balance, June 30 (E + F1c)		248,130	(134,482)	113,649
	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	248,130	(134,482)	113,649
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	54,374	0	54,374
	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	(31,151)	0	(31,151)
4.	Due from Grantor Government	9290	765,694	0	765,694
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	8,029	0	8,029
7.	Other Current Assets	9340	1,359	0	1,359
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		798,305	0	798,305
H. LIABILITIES					
1.	Accounts Payable	9500	636,301	0	636,301
2.	Due to Grantor Government	9590	56,672	0	56,672
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		692,972	0	692,972
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		105,333	0	105,333

(8,316)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: Capistrano Connections Academy
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 8-27-18

NOTES FOR ITEMS TO BE DONE
BEFORE SUBMISSION

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	8,067,930		8,067,930
	Education Protection Account State Aid - Current year	8012	620,000		620,000
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	22,259,429		22,259,429
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		30,947,360	0	30,947,360
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)				
		8290		546,566	546,566
	Federal Funding - Title I	8290		468,201	
	Federal Funding - Title II-A	8290		78,365	
	Prior Year Adjustments	8019		1,826	1,826
	Special Education - Federal	8181, 8182		480,162	480,162
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	4,231	0	4,231
			4,231	0	0
	Total, Federal Revenues		4,231	1,028,554	1,032,785
3.	Other State Revenues				
	Special Education - State	StateRevSE		634,787	634,787
	All Other State Revenues	StateRevAO	1,202,999	193,504	1,396,503
	Star Testing	StateRevAO	7,114		
	College and Career Block Grant	StateRevAO	0		
	Madated Cost Reimbursement	StateRevAO	97,844		
	One Time State Funding	StateRevAO	515,216		
	Lottery	StateRevAO	582,825	193,504	
	Miscellaneous State Funds	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0	52,629	
	Total, Other State Revenues		1,202,999	828,291	2,031,290
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	62,290	0	62,290
	Interest Income	LocalRevAO	62,290		
	Donation	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO			
	Total, Local Revenues		62,290	0	62,290
5.	TOTAL REVENUES		32,216,880	1,856,845	34,073,724

NOTE: LCFF revenue is being
reconciled to state numbers
ANTICIPATED: 30,365,524

Title I will be \$475,330
Title II will be \$79,881

One time funding est at:
\$473,330

Lottery estimated at:
\$729,013
AND Restricted portion added
This 'One time' is SpED funding

34,073,724.40 0.00

B. EXPENDITURES						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	7,244,307	896,905	8,141,212	Will add Title I teacher and counselors to restricted here
	Certificated Pupil Support Salaries	1200	723,376		723,376	
	Certificated Supervisors' and Administrators' Salaries	1300	819,484	192,219	1,011,704	
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		8,787,168	1,089,124	9,876,292	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	580,100	0	580,100	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		580,100	0	580,100	10,456,391.89 0.00
				Description	Object Code	Unrestricted
						Restricted
						Total
3.	Employee Benefits					
	STRS	3101-3102	1,250,917	155,548	1,406,465	Will add additional restricted benefits costs for Title I and Title II
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	171,792	15,792	187,584	
	Health and Welfare Benefits	3401-3402	2,039,776	266,835	2,306,611	
	Unemployment Insurance	3501-3502	126,458	14,703	141,161	
	Workers' Compensation Insurance	3601-3602	187,345	21,782	209,128	
	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		3,776,288	474,661	4,250,949	14,707,341.31 0.00
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	4100	0	0	0	Restricted lottery coded to 4100
	Books and Other Reference Materials	4200	5,311,466	193,504	5,504,970	
	<i>Tangible and Intangible Instructional Materials</i>	4200	5,503,275			
	<i>Other Curriculum</i>	4200	1,695			
	<i>minus restricted lottery funds</i>	4200	(193,504)			
	Materials and Supplies	4300	2,574,318	0	2,574,318	
	<i>Office Supplies</i>	4300	31,172			
	<i>Expensed Furniture and Equipment</i>	4300	9,208			
	<i>ConnexusTM Annual License (LMS)</i>	4300	2,285,304			
	<i>Hardware/Software - Employees</i>	4300	121,062			
	<i>School Curriculum Supplies</i>	4300	89,750			
	<i>Graduation</i>	4300	37,822			
	Noncapitalized Equipment	4400	1,554,300	0	1,554,300	
	<i>Student Technology Assistance</i>	4400	1,553,650			
	<i>Student Testing Technology</i>	4400	650			
	Food	4700	0	0	0	
	Total, Books and Supplies		9,440,084	193,504	9,633,588	
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	5,582,953	1,886,048	7,469,000	Anticipated that the school will need service credit that was negotiated
	<i>Educational Resource Center</i>	5100	479,914			
	<i>Short Term Substitute Teaching</i>	5100	437,451			
	<i>Direct Course Instruction Support</i>	5100	67,945			
	<i>Technical Support and Repairs</i>	5100	571,326			
	<i>Enrollment and Records Management</i>	5100	213,160			
	<i>Human Resources Support</i>	5100	252,213			
	<i>Facility Support Services</i>	5100	19,827			
	<i>Community Outreach</i>	5100	550,000			
	<i>Accounting and Regulatory Reporting</i>	5100	190,442			
	<i>Treasury Services</i>	5100	494,237			
	<i>Marketing Services</i>	5100	329,491			
	<i>Special Education Oversight and Liability</i>	5100	0	823,728		
	<i>Contractual Service Credit</i>	5100	0			
	<i>School Administration</i>	5100	1,976,947			
	<i>Title I - SES Tutoring</i>	5100	0			
	<i>Special Education Direct Services</i>	5100	0	1,062,320		

Travel and Conferences				5200	151,751	0	151,751
	Travel and Conferences - Teachers			5200	15,004		
	Travel and Conferences - Administration			5200	33,056		
	Board Expenses			5200	10,300		
	Student Activities			5200	93,391		
Dues and Memberships				5300	50,491	0	50,491
	Dues			5300	50,491		
Insurance				5400	2,529	0	2,529
	Insurance - D&O			5400	2,529		
Operations and Housekeeping Services				5500	25,605	0	25,605
	Maintenance & Repair			5500	25,605		
Rentals, Leases, Repairs, and Noncap. Improvements				5600	254,046	0	254,046
	Copiers/Reproduction			5600	10,849		
	Rent			5600	194,311		
	Rent Operating Expense			5600	26,089		
	Rent Storage Unit			5600	6,576		
	Utilities			5600	16,220		
Professional/Consulting Services and Operating Expend.				5800	1,201,502	0	1,201,502
	Student Testing & Assessment			5800	283,648		
	Staff Recruiting			5800	11,284		
	Staff Training / Prof. Dvlpm.			5800	282,079		
	Team Building			5800	19,656		
	M&T Credit Suspense			5800	0		
	Banking fees			5800	43		
	Financial Audit			5800	12,375		
	District Oversight			5800	309,474		
	District Administration			5800	1,000		
	STRS Reporting			5800	19,450		
	Accreditation and Consulting			5800	2,672		
	Internet Subsidy Payment Processing			5800	39,400		
	Legal			5800	23,966		
	Science Lab			5800	50,378		
	Science Lab - Other Contracted Services			5800	42,507		
	Other School Contracted Services			5800	1,615		
	Other School Expenses			5800	(24,679)		
	Prop 39 Clean Energy Planning			5800	23,520		
	AERIES			5800	11,676		
	Summer School			5800	91,439		
Communications				5900	428,825	0	428,825
	ISP Payment Reimbursement			5900	184,396		
	Curriculum Postage			5900	175,857		
	Office Postage			5900	27,149		
	High Speed Internet			5900	22,485		
	Phone			5900	18,937		
Total, Services and Other Operating Expenditures					7,697,701	1,886,048	9,583,749
6. Capital Outlay							
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170		0	0	0	0
	Buildings and Improvements of Buildings	6200		0	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0	0
	Equipment	6400		0	0	0	0
	Equipment Replacement	6500		0	0	0	0
	Depreciation Expense (for accrual basis only)	6900		0	0	0	0
	Total, Capital Outlay			0	0	0	0
7. Other Outgo							
	Tuition to Other Schools	7110-7143		0	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0	0
	All Other Transfers	7280-7299		0	0	0	0
	Debt Service:						
	Interest	7438		0	0	0	0
	Principal (for modified accrual basis only)	7439		0	0	0	0
	Total, Other Outgo			0	0	0	0
8. TOTAL EXPENDITURES					30,281,340	3,643,337	33,924,678
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					1,935,539	(1,786,493)	149,047

Will add all restricted training and PD charged to Title I and Title II

Will be sure this balances to final ending fund balance for the year:
47,528.39 101,518.45

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)			1,935,539	(1,786,493)	149,047
F. FUND BALANCE, RESERVES					
1.	Beginning Fund Balance				
a.	As of July 1	9791	807,785	0	807,785
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		807,785	0	807,785
2.	Ending Fund Balance, June 30 (E + F1c)		2,743,324	(1,786,493)	956,832
	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	2,743,324	(1,786,493)	956,832
G. ASSETS					
1.	Cash				
	In County Treasury	9110	2,084,395	0	2,084,395
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	8,062,993	0	8,062,993
	In Revolving Fund	9130	300	0	300
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	96,486	0	96,486
4.	Due from Grantor Government	9290	3,262,913	0	3,262,913
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	45,846	0	45,846
7.	Other Current Assets	9340	30,546	0	30,546
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		13,583,479	0	13,583,479
H. LIABILITIES					
1.	Accounts Payable	9500	#REF!	0	#REF!
2.	Due to Grantor Government	9590	38,610	0	38,610
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	321,403	0	321,403
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		#REF!	0	#REF!
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		#REF!	0	#REF!

#REF!

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

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 8-27-18

NOTES FOR ITEMS TO BE DONE
BEFORE SUBMISSION

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	6,550,760		6,550,760
	Education Protection Account State Aid - Current year	8012	1,537,311		1,537,311
	State Aid - Prior Years	8019	3,726		3,726
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,438,335		1,438,335
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		9,530,132	0	9,530,132
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		178,243	178,243
		8290		153,000	
	Federal Funding - Title I	8290		25,243	
	Federal Funding - Title II-A	8290		0	
	Federal Funding - Title IV	8019		2,459	2,459
	Prior Year Adjustments	8181, 8182		149,515	149,515
	Special Education - Federal	8220		0	0
	Child Nutrition - Federal	8110, 8260-8299	1,349	0	1,349
	Other Federal Revenues		1,349	0	0
	Federal Funding - E-Rate		1,349	330,217	331,566
3.	Other State Revenues				
	Special Education - State	StateRevSE		197,945	197,945
	All Other State Revenues	StateRevAO	340,523	60,296	400,819
	Star Testing	StateRevAO	2,295		
	Madated Cost Reimbursement	StateRevAO	29,628		
	One Time State Funding	StateRevAO	160,543		
	Lottery	StateRevAO	146,116	60,296	
	College and Career Block Grant	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	1,940		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0	16,671	
	Total, Other State Revenues		340,523	258,241	598,764
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	7,101	0	7,101
	Donations	LocalRevAO	1,300		
	Interest Income	LocalRevAO	5,801		
	Prior Year Adjustments	LocalRevAO			
	Total, Local Revenues		7,101	0	7,101
5.	TOTAL REVENUES		9,879,105	588,458	10,467,564

NOTE: LCFF revenue is being
reconciled to state numbers
ANTICIPATED: 9,526,406

Title I will be \$155,508
Title II will be \$25,731

One time funding est at:
\$147,387

Lottery estimated at:
\$227,163
including Restricted portion added

This 'One time' is SpED funding

10,467,563.56 0.00

B. EXPENDITURES							
1.	Certificated Salaries						
	Certificated Teachers' Salaries	1100	2,352,533	290,156	2,642,689	Will add Title I teacher and counselors to restricted here	
	Certificated Pupil Support Salaries	1200	234,826		234,826		
	Certificated Supervisors' and Administrators' Salaries	1300	277,669	65,235	342,904		
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		2,865,028	355,391	3,220,419		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	196,872	0	196,872		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	0	0	0		
	Total, Non-certificated Salaries		196,872	0	196,872	3,417,290.30 0.00	
Description			Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits						
	STRS	3101-3102	431,266	24,840	456,106	Will add additional restricted benefits costs for Title I and Title II	
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	56,604	5,153	61,757		
	Health and Welfare Benefits	3401-3402	714,271	39,057	753,328		
	Unemployment Insurance	3501-3502	41,336	4,798	46,133		
	Workers' Compensation Insurance	3601-3602	61,238	7,108	68,346		
	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		1,304,715	80,955	1,385,670	4,802,960.30 0.00	
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	4100	0	0	0	Restricted lottery coded to 4100	
	Books and Other Reference Materials	4200	1,753,151	60,296	1,813,448		
	<i>Tangible and Intangible Instructional Materials</i>	4200	1,812,875				
	<i>Other Curriculum</i>	4200	573				
	<i>minus restricted lottery funds</i>	4200	(60,296)				
	Materials and Supplies	4300	813,754	0	813,754		
	<i>Office Supplies</i>	4300	10,192				
	<i>Expensed Furniture and Equipment</i>	4300	3,124				
	<i>ConnexusTM Annual License (LMS)</i>	4300	724,236				
	<i>Hardware/Software - Employees</i>	4300	38,592				
	<i>School Curriculum Supplies</i>	4300	28,610				
	<i>Graduation</i>	4300	9,001				
	Noncapitalized Equipment	4400	551,645	0	551,645		
	<i>Student Technology Assistance</i>	4400	551,425				
	<i>Student Testing Technology</i>	4400	220				
	Food	4700	0	0	0		
	Total, Books and Supplies		3,118,551	60,296	3,178,847		
5.	Services and Other Operating Expenditures						
	Subagreements for Services	5100	1,180,795	584,031	1,764,826		
	<i>Educational Resource Center</i>	5100	152,090				
	<i>Short Term Substitute Teaching</i>	5100	141,082				
	<i>Direct Course Instruction Support</i>	5100	21,880				
	<i>Technical Support and Repairs</i>	5100	181,059				
	<i>Enrollment and Records Management</i>	5100	70,680				
	<i>Human Resources Support</i>	5100	80,400				
	<i>Facility Support Services</i>	5100	6,729				
	<i>Community Outreach</i>	5100	50,000				
	<i>Accounting and Regulatory Reporting</i>	5100	60,353				
	<i>Treasury Services</i>	5100	151,945				
	<i>Marketing Services</i>	5100	101,297				
	<i>Special Education Oversight and Liability</i>	5100	0	253,242			
	<i>Contractual Service Credit</i>	5100	(444,500)				
	<i>School Administration</i>	5100	607,780				
	<i>Title I - SES Tutoring</i>	5100	0				
	<i>Special Education Direct Services</i>	5100	0	330,789			
Anticipated that the school will need additional service credit under DPC clause							

Anticipated that the school will need additional service credit under DPC clause

Travel and Conferences				5200	31,418	0	31,418
	Travel and Conferences - Teachers			5200	4,961		
	Travel and Conferences - Administration			5200	10,195		
	Board Expenses			5200	1,111		
	Student Activities			5200	15,150		
Dues and Memberships				5300	9,633	0	9,633
	Dues			5300	9,633		
Insurance				5400	1,852	0	1,852
	Insurance - D&O			5400	1,852		
Operations and Housekeeping Services				5500	8,511	0	8,511
	Maintenance & Repair			5500	8,511		
Rentals, Leases, Repairs, and Noncap. Improvements				5600	86,045	0	86,045
	Copiers/Reproduction			5600	3,520		
	Rent			5600	65,944		
	Rent Operating Expense			5600	8,854		
	Rent Storage Unit			5600	2,232		
	Utilities			5600	5,495		
Professional/Consulting Services and Operating Expend.				5800	412,265	0	412,265
	Student Testing & Assessment			5800	99,503		
	Staff Recruiting			5800	3,656		
	Staff Training / Prof. Dvlpmnt.			5800	93,232		
	Team Building			5800	5,804		
	M&T Credit Suspense			5800	0		
	Banking fees			5800	403		
	Financial Audit			5800	9,525		
	District Oversight			5800	95,264		
	District Administration			5800	10,000		
	STRS Reporting			5800	7,793		
	Accreditation and Consulting			5800	1,922		
	Internet Subsidy Payment Processing			5800	12,750		
	Legal			5800	10,032		
	Science Lab			5800	16,685		
	Science Lab - Other Contracted Services			5800	14,031		
	Other School Contracted Services			5800	543		
	Other School Expenses			5800	27		
	Prop 39 Clean Energy Planning			5800	15,486		
	AERIES			5800	3,689		
	Summer School			5800	11,919		
Communications				5900	137,992	0	137,992
	ISP Payment Reimbursement			5900	57,211		
	Curriculum Postage			5900	58,311		
	Office Postage			5900	8,898		
	High Speed Internet			5900	7,459		
	Phone			5900	6,114		
Total, Services and Other Operating Expenditures					1,868,511	584,031	2,452,542
6. Capital Outlay							
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170		0	0	0	0
	Buildings and Improvements of Buildings	6200		0	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0	0	0	0
	Equipment	6400		0	0	0	0
	Equipment Replacement	6500		0	0	0	0
	Depreciation Expense (for accrual basis only)	6900		0	0	0	0
	Total, Capital Outlay			0	0	0	0
7. Other Outgo							
	Tuition to Other Schools	7110-7143		0	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0	0	0	0
	All Other Transfers	7280-7299		0	0	0	0
	Debt Service:						
	Interest	7438		0	0	0	0
	Principal (for modified accrual basis only)	7439		0	0	0	0
	Total, Other Outgo			0	0	0	0
8. TOTAL EXPENDITURES					9,353,676	1,080,673	10,434,349
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					525,429	(492,215)	33,214

Will add all restricted training and PD charged to Title I and Title II

Will be sure this balances to final ending fund balance for the year:

159.29 33,055.20

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)			525,429	(492,215)	33,214
F. FUND BALANCE, RESERVES					
1.	Beginning Fund Balance				
a.	As of July 1	9791	21,607	0	21,607
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		21,607	0	21,607
2.	Ending Fund Balance, June 30 (E + F1c)		547,037	(492,215)	54,822
	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	547,037	(492,215)	54,822
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	1,053,292	0	1,053,292
	In Revolving Fund	9130	216	0	216
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	(52,854)	0	(52,854)
4.	Due from Grantor Government	9290	5,351,707	0	5,351,707
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	6,032	0	6,032
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		6,358,393	0	6,358,393
H. LIABILITIES					
1.	Accounts Payable	9500	5,989,027	0	5,989,027
2.	Due to Grantor Government	9590	233,139	0	233,139
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		6,222,166	0	6,222,166
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		136,227	0	136,227

81,405

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

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)

☐ **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 8-27-18

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	977,310		977,310
	Education Protection Account State Aid - Current year	8012	30,000		30,000
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	466,069		466,069
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		1,473,379	0	1,473,379
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)				
		8290		22,942	22,942
		8290		19,577	
		8290		3,365	
		8019		73	73
		8181, 8182		21,071	21,071
		8220		0	0
		8110, 8260-8299	203	0	203
			203	0	0
			203	44,086	44,289
3.	Other State Revenues				
	Special Education - State	StateRevSE		27,532	27,532
	All Other State Revenues	StateRevAO	59,328	9,246	68,574
		StateRevAO	265		
		StateRevAO	0		
		StateRevAO	11,503		
		StateRevAO	24,618		
		StateRevAO	22,406	9,246	
		StateRevAO	537		
		StateRevAO	0		
		StateRevAO	0	1,986	
	Total, Other State Revenues		59,328	36,778	96,106
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	77	0	77
		LocalRevAO	77		
		LocalRevAO	0		
	Total, Local Revenues		77	0	77
5.	TOTAL REVENUES		1,532,987	80,864	1,613,851

NOTES FOR ITEMS TO BE DONE
BEFORE SUBMISSION

NOTE: LCFF revenue is being
reconciled to state numbers
ANTICIPATED: \$1,458,468

Title I will be \$19,894
Title II will be \$79,881

One time funding est at:
\$20,771

Lottery estimated at:
\$34,834
Updated Restricted portion

This 'One time' is SpED funding

1,613,851.27 (0.01)

B. EXPENDITURES						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	358,560	44,101	402,661	Will add Title I teacher and counselors to restricted here
	Certificated Pupil Support Salaries	1200	35,709	0	35,709	
	Certificated Supervisors' and Administrators' Salaries	1300	41,820	9,802	51,622	
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		436,089	53,903	489,992	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	29,582	0	29,582	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		29,582	0	29,582	519,574.41 0.00
Description				Object Code	Unrestricted Restricted Total	
3.	Employee Benefits					
	STRS	3101-3102	66,237	3,104	69,341	Will add additional restricted benefits costs for Title I and Title II
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	8,586	782	9,368	
	Health and Welfare Benefits	3401-3402	108,638	5,912	114,550	
	Unemployment Insurance	3501-3502	6,287	728	7,014	
	Workers' Compensation Insurance	3601-3602	9,313	1,078	10,391	
	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		199,061	11,604	210,665	730,239.46 0.00
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	4100	0	0	0	Restricted lottery coded to 4100
	Books and Other Reference Materials	4200	250,240	9,246	259,486	
	<i>Tangible and Intangible Instructional Materials</i>	4200	259,400			
	<i>Other Curriculum</i>	4200	86			
	<i>minus restricted lottery funds</i>	4200	(9,246)			
	Materials and Supplies	4300	123,844	0	123,844	
	<i>Office Supplies</i>	4300	1,530			
	<i>Expensed Furniture and Equipment</i>	4300	469			
	<i>ConnexusTM Annual License (LMS)</i>	4300	110,466			
	<i>Hardware/Software - Employees</i>	4300	5,886			
	<i>School Curriculum Supplies</i>	4300	4,365			
	<i>Graduation</i>	4300	1,128			
	Noncapitalized Equipment	4400	71,875	0	71,875	
	<i>Student Technology Assistance</i>	4400	71,875			
	<i>Student Testing Technology</i>	4400	0			
	Food	4700	0	0	0	
	Total, Books and Supplies		445,959	9,246	455,205	
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	233,482	85,796	319,278	
	<i>Educational Resource Center</i>	5100	23,198			
	<i>Short Term Substitute Teaching</i>	5100	21,254			
	<i>Direct Course Instruction Support</i>	5100	3,306			
	<i>Technical Support and Repairs</i>	5100	27,617			
	<i>Enrollment and Records Management</i>	5100	9,920			
	<i>Human Resources Support</i>	5100	12,263			
	<i>Facility Support Services</i>	5100	1,011			
	<i>Community Outreach</i>	5100	0			
	<i>Accounting and Regulatory Reporting</i>	5100	9,206			
	<i>Treasury Services</i>	5100	23,507			
	<i>Marketing Services</i>	5100	15,672			
	<i>Special Education Oversight and Liability</i>	5100	0	39,179		
	<i>Contractual Service Credit</i>	5100	(7,500)			Anticipated that the school may need additional service credit per DPC clause
	<i>School Administration</i>	5100	94,029			
	<i>Title I - SES Tutoring</i>	5100	0			
	<i>Special Education Direct Services</i>	5100	0	46,617		

Travel and Conferences		5200	5,558	0	5,558
	<i>Travel and Conferences - Teachers</i>	5200	748		
	<i>Travel and Conferences - Administration</i>	5200	1,466		
	<i>Board Expenses</i>	5200	1,409		
	<i>Student Activities</i>	5200	1,935		
Dues and Memberships		5300	1,947	0	1,947
	<i>Dues</i>	5300	1,947		
Insurance		5400	0	0	0
	<i>Insurance - D&O</i>	5400	0		
Operations and Housekeeping Services		5500	1,304	0	1,304
	<i>Maintenance & Repair</i>	5500	1,304		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	12,930	0	12,930
	<i>Copiers/Reproduction</i>	5600	530		
	<i>Rent</i>	5600	9,908		
	<i>Rent Operating Expense</i>	5600	1,330		
	<i>Rent Storage Unit</i>	5600	335		
	<i>Utilities</i>	5600	826		
Professional/Consulting Services and Operating Expend.		5800	64,260	0	64,260
	<i>Student Testing & Assessment</i>	5800	13,308		
	<i>Staff Recruiting</i>	5800	547		
	<i>Staff Training / Prof. Dvlpmnt.</i>	5800	13,950		
	<i>Team Building</i>	5800	861		
	<i>M&T Credit Suspense</i>	5800	0		
	<i>Banking fees</i>	5800	1		
	<i>Financial Audit</i>	5800	8,163		
	<i>District Oversight</i>	5800	14,734		
	<i>District Administration</i>	5800	0		
	<i>STRS Reporting</i>	5800	992		
	<i>Accreditation and Consulting</i>	5800	978		
	<i>Internet Subsidy Payment Processing</i>	5800	1,675		
	<i>Legal</i>	5800	1,195		
	<i>Science Lab</i>	5800	2,549		
	<i>Science Lab - Contracted Services</i>	5800	2,068		
	<i>Other School Contracted Services</i>	5800	69		
	<i>Other School Expenses</i>	5800	1,097		
	<i>Prop 39 Clean Energy Planning</i>	5800	0		
	<i>AERIES</i>	5800	529		
	<i>Summer School</i>	5800	1,544		
Communications		5900	18,948	0	18,948
	<i>ISP Payment Reimbursement</i>	5900	7,401		
	<i>Curriculum Postage</i>	5900	8,184		
	<i>Office Postage</i>	5900	1,345		
	<i>High Speed Internet</i>	5900	1,097		
	<i>Phone</i>	5900	921		
Total, Services and Other Operating Expenditures			338,429	85,796	424,225
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
	<i>Depreciation Expense (for accrual basis only)</i>	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			1,449,121	160,549	1,609,670
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			83,867	(79,685)	4,182

Will add all restricted training and PD charged to Title I and Title II

Will be sure this balances to final ending fund balance for the year:

155.16 4,026.59

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)			83,867	(79,685)	4,182
F. FUND BALANCE, RESERVES					
1.	Beginning Fund Balance				
a.	As of July 1	9791	69,863	0	69,863
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		69,863	0	69,863
2.	Ending Fund Balance, June 30 (E + F1c)		153,730	(79,685)	74,045
	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	153,730	(79,685)	74,045
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	52,815	0	52,815
	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	(12,482)	0	(12,482)
4.	Due from Grantor Government	9290	634,280	0	634,280
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	1,435	0	1,435
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		676,048	0	676,048
H. LIABILITIES					
1.	Accounts Payable	9500	597,669	0	597,669
2.	Due to Grantor Government	9590	8,884	0	8,884
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		606,553	0	606,553
I. FUND BALANCE					
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		69,495	0	69,495

(4,550)