



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

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

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

Date and Time:

Tuesday, August 27, 2019 at 3:30 p.m. PT

Telephone Conference Call Locations:

CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact 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 (MSRs) – R. Savage
 - i. Back to School Activities, Staffing and Training Update
 - ii. Enrollment Update
 - iii. Connections Academy Summer Leadership Conference Update
 - iv. New Schools Update
- b. Principal's Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
- c. CalCA Financial Report (to follow) – F. Sassin/ L. Carter
 - i. Unaudited 2018-2019 Financial Results
 - ii. STRS Reporting Update
 - iii. Prop 39 Energy Grant Update
 - iv. Consolidated Financial Report (attached)
 - v. CalCA North Bay Financial Report (attached)
 - vi. CalCA Central Financial Report (attached)
 - vii. CalCA Central Coast Financial Report
 - viii. CalCA Monterey Bay Financial Report
 - ix. CalCA Ripon Financial Report (attached)
 - x. CalCA Southern California Financial Report (attached)

VI. Consent Agenda

- a. Approval of Minutes from the June 18, 2019 Annual Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Connections Education Invoice(s) (attached)
- d. Approval of LiveSpeech Invoice(s) (attached)
- e. Approval of Math Time to Talk Invoice(s) (attached)
- f. Approval of Year End Financial Statements (previously attached)
- g. Approval of Unaudited Actuals for Fiscal Year Ending June 30, 2019 and Authorization of California Schools Director of Business Services to Submit to the Appropriate Parties (to follow)
- h. Approval of Resolutions of Bank Accounts, Administrators, and Orange County Department of Education (OCDE) Issue of Funds (attached)
- i. Ratification of CalCA Southern California Lease Renewal (attached)
- j. Ratification of STRS Reporting Agreement with OCDE (attached)
- k. Approval of Education Protection Account (EPA) Expenditure Plans for the 2019-2020 School Year (attached)

- VII. Action Items
- a. Approval of CalCA Local Control Accountability Plans (LCAP) for the 2019-2020 School Year for CalCA Central Coast and CalCA Monterey Bay (attached) – R. Romero
 - b. Approval of i-Ready Contract (attached) – R. Romero
 - c. Approval of Master Contract and List of Special Education Service Providers (attached) – F. Sassin/ L. Carter
 - d. Approval of Math Time to Talk Proposal and Contract (attached) – M. Brown
 - e. Approval of Board Training and Conference Attendance for the 2019-2020 School Year – L. Coleman
- VIII. Information Items
- a. Local Control Accountability Plans (LCAP) Progress Update – F. Sassin/ R. Romero
 - b. Special Education Local Plan Area (SELPA) Update – F. Sassin
 - c. State & Strategic Client Relations Update – E. Sigmund
 - d. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)
 - e. National Charter School Conference (NCSC) Update – M. Henjum
 - f. Sponsoring District(s) Update – E. Pavlich/ R. Savage
- IX. Adjournment and Confirmation of the Next Meeting on Tuesday, September 24, 2019 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, August 23, 2019

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
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536



Principals' Report California Connections Academy Schools 2019-20

Month for Report: August

Enrollment Update

DATA as of August 5, 2019							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	2568	775	339	111	14	95	3902
Approved	169	63	26	10	4	16	288
Pre-Approved	1846	620	265	89	24	108	2952
Applicant	1520	543	285	97	54	189	2687

Field Trip Update

Total Attendance* for Recent Field Trips

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

Upcoming Field Trips

Central Region - Central and Central Coast

- 9/23: Fall Festival

Northern Region - Monterey Bay, North Bay, and Ripon

- 9/25: Fall Festival

Southern Region - Southern California

- 9/24: Fall Festival

Outreach Update

INFORMATION SESSIONS

Twelve in-person information sessions have been hosted in the following cities since last update:

Laguna Hills, Fountain Valley, Santa Rosa, Pleasanton, Modesto, Sherman Oaks, Thousand Oaks, Goleta, San Luis Obispo, Marina (Monterey County), San Jose and Belmont (San Mateo County). Thrilled to have met families in our new school footprint!

Virtual Information Sessions: California teachers and staff hosted virtual information sessions June 5, June 21, July 2, July 15 and August 1. These sessions reached over 100 prospective families.

MINI CHARTER SCHOOL FAIRS

School staff also attended two CCSA sponsored Mini-Charter School Fairs in Mission Viejo and one in San Diego in June; these were the results of the closure of charter schools.

OTHER

Broadcast advertising has been airing this summer since July 8.

On-going commencement-related student stories have been published since June.

Direct Mail has been sent targeting prospective and in-process of enrolling families.

Email and online and social media advertising campaigns have been ongoing.

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

We are very excited about the new Monterey Bay addition, and have our first two staff members for the region: Jessica Harris will be teaching High School English, and Theresa Cook will be teaching Middle School math. Our wonderful Northern Region events coordinator Jon Sturtevant has used his math skills to evaluate where our families live and where we can best plan events to be the most convenient (there was a graphing program involved, and the results were impressive!) We are excited to be hosting events in different areas throughout the year- Fall Festival in Antioch (East Bay), Mid-Year in West Sacramento, and Spring in Fremont (South Bay). We recently had a great presentation at the Ripon board meeting, where Richard, Franci, Richie, and I presented an annual update and shared some student and staff celebrations.

As a high school, we can't wait for the Back to School meetings and of course the start of the school year. It is going to be a great year of fine-tuning many of the new procedures we started last year, including the homeroom model and Project Success. We have an amazing team in place and are looking forward to a great year.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Here we go again! We could not be more excited. This year we are opening our new school on the Central Coast. We are thrilled to now be serving this part of our state. On August 14th our entire staff will meet in Orange County to officially kick off the new year. This is an important time of planning and collaboration. We are looking forward to an amazing year of learning and growth.

As an elementary team this year we are looking for ways to become more instructional. Our focus will be on identifying students who have not shown mastery of important grade level skills. Next, our teachers will work with students in small group Livelessons at least twice a week in order to build their skills. Students working in these small groups will be

progress-monitored frequently in order to ensure they are making academic gains. Our team is excited for the opportunity to make a difference in our students' lives this year.

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

It is hard to believe, but the 19/20 school year is here and now. Back-to-School kickoff will commence in Newport Beach, California, hosting all staff, close to three hundred and thirty colleagues, over the course of three days. While this is an annual event, it seems to always take on a new feel to it as our school grows and we focus on our successes over the past year, examine areas of growth, and celebrate the opening of two new schools, Monterey Bay and Central Coast. The future looks bright, and we welcome the opportunity to educate an estimated seven thousand students this year.

As the Middle School Principal, I am excited to welcome ten new teachers. This year, we will be offering Spanish 1 to any eighth grade student that is interested, allowing them the opportunity to start work on their foreign language requirements. In addition, we will be placing a heavy focus on math, adding a math support specialist to the department and working with math teachers to provide the most targeted support possible. Excited for the new school year!

California Online Public Schools
Revenue and Expense Statement - Unaudited Financial Statements
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget	Actual vs Budget
Enrollment				
ADM			6,393	(167)
Total Enrollment			8,686	(206)
Funded Enrollment			5,796	(276)
Revenue				
State Funding	2,660,931.92	27,967,006.46	30,327,644	(2,360,638)
Federal & Other Program Funding	1,423,982.22	1,842,343.22	1,754,108	88,235
Local Aid	2,283,599.84	27,419,756.98	26,880,593	539,164
Other Funding Sources	11,866.65	92,513.88	20,000	72,514
Total Revenue	6,380,380.63	57,321,620.55	58,982,346	(1,660,725)
Program Expenses				
Compensation Expense				
Administration Staff	721,768.21	3,860,793.38	3,761,827	98,966
Instructional Staff	4,777,083.27	21,940,204.23	21,555,216	384,988
Total Compensation Expense	5,498,851.48	25,800,997.60	25,317,044	483,954
Fee Based Expenses				
Enrollment/Unit Based Fees	1,706,013.07	19,865,587.72	19,706,547	159,041
Revenue Based Fees	1,387,981.63	7,784,481.04	8,033,531	(249,050)
Total Fee Based Expenses	3,093,994.70	27,650,068.76	27,740,078	(90,009)
Other School Expenses				
Assessment	190,399.02	501,118.52	645,000	(143,881)
Authorizer Oversight	52,880.24	577,212.23	587,744	(10,531)
Employee Related	203,060.73	666,242.51	813,346	(147,103)
Facilities	56,800.61	532,087.34	941,754	(409,667)
Governance	6,266.49	100,809.85	130,891	(30,081)
Internet Service Provider	99,563.56	291,104.94	332,000	(40,895)
Instructional	67,038.81	291,389.27	442,789	(151,399)
Professional Services	34,747.34	187,969.93	237,949	(49,979)
Student Related	80,151.88	188,105.99	566,003	(377,897)
Pending Allocation	(283,500.32)	-	0	0
Total Other School Expenses	507,408.36	3,336,040.58	4,697,475	(1,361,434)
Adjustments and Credits				
Discretionary Service Credit	(108,000.00)	(108,000.00)	0	(108,000)
Total Adjustments and Credits	(108,000.00)	(108,000.00)	0	(108,000)
Total Program Expenses	8,992,254.54	56,679,106.94	57,754,596	(1,075,489)
Net Increase (Decrease)	(2,611,873.91)	642,513.61	1,227,749	(585,236)
Beginning fund balance	620,232.20	620,232.20		
Ending fund balance	(1,991,641.71)	1,262,745.80		

California Online Public Schools
Balance Sheet- Unaudited Financial Statements
June 30, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	44,895.14
Payroll		3,979,532.55
Checking - CALOPS		481,060.38
Savings - CALOPS		2,755,526.03
Savings		515,712.17
OCDE Cash Account		6,681,253.49
Petty Cash		472.91

Total Cash and Short Term Investments	-----	14,458,452.67
--	-------	----------------------

Other Current Assets:

Pupil Funding	8,716,881.48
SPED Funding State	312,446.00
Other State Receivables	480,887.06
Federal Programs	1,298,809.22
Other Receivables	-
Prepaid Expenses	83,557.64

Total Other Current Assets	-----	10,892,581.40
-----------------------------------	-------	----------------------

Total Current Assets	-----	25,351,034.07
-----------------------------	-------	----------------------

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(1,806.80)

Net Fixed Assets	-----	30,714.70
-------------------------	-------	------------------

Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
Rent Deposit InterPres Corporation	20,287.30
Utilities Deposit	100.00

Total Other Assets	-----	20,687.30
---------------------------	-------	------------------

Total Assets	\$	25,402,436.07
---------------------	-----------	----------------------

=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	20,119,485.00
Due to (from) CalOPS Schools		-
Pension Payable		677,966.22
Accrued Compensation		2,351,227.67
Accrued Expenses		65,581.52
Deferred Revenue		746,131.75
Accounts Payable		179,298.11

Total Current Liabilities		24,139,690.26

Total Liabilities	24,139,690.26
--------------------------	----------------------

FUND BALANCE

Beginning Fund Balance	620,232.20
Change in Fund Balance	642,513.61

Ending Fund Balance	1,262,745.80

Total Liabilities and Fund Balance	\$	25,402,436.07	
			=====

California Connections Academy @ North Bay
Revenue and Expense Statement- Unaudited Financial Statements
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget \$	Actual vs Budget %
Enrollment					
ADM			207	(1)	-0.36%
Total Enrollment			282	19	6.74%
Funded Enrollment			185	(3)	-1.82%
Revenue					
State Funding	60,048.06	1,263,670.07	1,340,102.38	(76,432.32)	-5.70%
Federal & Other Program Funding	49,394.29	63,111.29	57,886.00	5,225.29	9.03%
Local Aid	88,530.19	596,775.82	551,219.11	45,556.71	8.26%
Other Funding Sources	26.69	217.19	500.00	(282.81)	-56.56%
Total Revenue	197,999.23	1,923,774.37	1,949,707.49	(25,933.11)	-1.33%
Program Expenses					
Compensation Expense					
Administration Staff	20,920.82	110,157.19	107,288.61	(2,868.58)	-2.67%
Instructional Staff	160,810.95	698,668.15	671,914.26	(26,753.89)	-3.98%
Total Compensation Expense	181,731.77	808,825.34	779,202.87	(29,622.47)	-3.80%
Fee Based Expenses					
Enrollment/Unit Based Fees	55,176.61	665,507.02	610,150.46	(55,356.55)	-9.07%
Revenue Based Fees	40,443.79	259,737.79	259,966.60	228.81	0.09%
Total Fee Based Expenses	95,620.40	925,244.81	870,117.07	(55,127.74)	-6.34%
Other School Expenses					
Assessment	4,417.37	7,604.34	26,536.00	18,931.66	71.34%
Authorizer Oversight	1,823.92	20,360.39	17,971.96	(2,388.43)	-13.29%
Employee Related	6,134.50	20,474.89	21,758.65	1,283.76	5.90%
Facilities	1,880.31	16,436.98	23,945.37	7,508.39	31.36%
Governance	190.62	4,227.95	5,038.08	810.13	16.08%
Internet Service Provider	3,010.35	8,840.38	8,000.00	(840.38)	-10.50%
Instructional	1,572.93	6,303.02	17,520.00	11,216.98	64.02%
Professional Services	1,482.20	12,344.25	13,941.00	1,596.75	11.45%
Student Related	2,399.56	12,631.07	91,788.00	79,156.93	86.24%
Pending Allocation	(8,846.65)	-	-	-	0.00%
Total Other School Expenses	14,065.11	109,223.27	226,499.06	117,275.79	51.78%
Adjustments and Credits					
Contractual Service Credit	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	0.00%
Total Program Expenses	291,417.28	1,843,293.42	1,875,819.00	32,525.58	1.73%
Net Increase (Decrease)	(93,418.05)	80,480.95	73,888.49	6,592.47	-8.92%
Beginning fund balance	73,735.60	73,735.60			
Ending fund balance	(19,682.46)	154,216.55			

California Connections Academy @ North Bay
Balance Sheet- Unaudited Financial Statements
June 30, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	46,720.19
Savings		87,035.00

Total Cash and Short Term Investments		133,755.19

Other Current Assets:

Pupil Funding	434,842.27
SPED Funding State	6,444.00
Other State Receivables	35,250.07
Federal Programs	50,291.29
Other Receivables	(1,483.67)
Prepaid Expenses	1,501.09

Total Other Current Assets		526,845.05

Total Current Assets		660,600.24

Total Assets	\$	660,600.24
---------------------	-----------	-------------------

=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	336,976.63
Due to (from) Capistrano Connections Academy		74,115.81
Pension Payable		9,495.44
Accrued Compensation		77,242.28
Accrued Expenses		2,205.70
Deferred Revenue		3,458.00
Accounts Payable		2,889.83

Total Current Liabilities		506,383.69

Total Liabilities		506,383.69

FUND BALANCE

Beginning Fund Balance	73,735.60
Change in Fund Balance	80,480.95

Ending Fund Balance		154,216.55

Total Liabilities and Fund Balance	\$	660,600.24
---	-----------	-------------------

=====

California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
Revenue				
State Funding				
LCFF / General Purpose Block Grant - State	42,136.66	1,102,226.00	1,157,845.91	(55,619.91)
LCFF / General Purpose Block Grant - State EPA	6,293.20	36,242.00	32,088.00	4,154.00
Star Testing Reimbursement	-	247.00	335.00	(88.00)
Lottery	8,801.84	41,613.06	35,806.86	5,806.21
Special Education Pass Through Funds - State	738.57	28,968.00	30,245.82	(1,277.82)
One Time State Funding	2,077.80	30,845.00	56,939.80	(26,094.80)
Mandated Cost Reimbursement	-	5,429.00	5,429.00	-
Classified Employee PD grant	-	96.00	-	96.00
Low Performing Student Block Grant	-	3,458.00	3,458.00	-
Prior Year Revenue Adjustments	-	14,546.00	17,954.00	(3,408.00)
Total State Funding	60,048.06	1,263,670.06	1,340,102.38	(76,432.32)
Federal & Other Programs Funding				
Title I	14,284.00	23,596.00	22,686.00	910.00
Title II	2,297.00	4,202.00	4,000.00	202.00
Title IV	7,500.00	10,000.00	10,000.00	-
IDEA	25,191.00	25,191.00	21,000.00	4,191.00
E-Rate	122.29	122.29	200.00	(77.71)
Total Federal & Other Programs Funding	49,394.29	63,111.29	57,886.00	5,225.29
Local Funding				
LCFF / General Purpose Block Grant - Local	88,530.19	559,219.00	513,662.29	45,556.71
Microsoft Voucher Reimbursement Program	-	500.00	500.00	-
Donations/Tax Credits	-	-	-	-
Prior Year Revenue Adjustments	-	37,056.82	37,056.82	-
Total Local Funding	88,530.19	596,775.82	551,219.11	45,556.71
Other Funding				
Interest	26.69	217.19	500.00	(282.81)
Total Other Funding	26.69	217.19	500.00	(282.81)
Total Revenue	197,999.23	1,923,774.36	1,949,707.49	(25,933.12)

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF FEES:				
Enrollment/Unit Based Fees				
Accounting and Regulatory Reporting	789.17	10,298.50	10,336.00	37.50
Community Outreach	-	-	-	-
Connexus™ Annual License (LMS)	9,470.00	123,582.00	124,032.00	450.00
Curriculum Postage	948.75	9,933.00	9,306.00	(627.00)
Direct Course Instruction Support	296.40	4,723.71	5,176.19	452.49
Educational Resource Center	1,988.70	25,952.22	26,046.72	94.50
Enrollment and Records Management	1,150.00	12,040.00	11,280.00	(760.00)
Facility Support Services	170.45	870.00	870.00	-
Hardware/Software - Employees	553.03	6,362.36	6,053.51	(308.85)
Human Resources Support	1,130.38	13,254.91	12,611.48	(643.43)
Internet Subsidy Payment Processing	(1,705.33)	3,825.00	2,800.00	(1,025.00)
School Curriculum Supplies	460.80	4,696.03	4,463.45	(232.57)
Short-Term Substitute Teaching	2,196.53	17,665.65	3,760.00	(13,905.65)
Student Technology Assistance	8,385.42	87,975.00	64,400.00	(23,575.00)
Tangible and Intangible Instructional Materials	26,041.67	312,500.00	294,375.00	(18,125.00)
Technical Support and Repairs	2,367.50	30,895.50	31,008.00	112.50
Voice Over IP Services	933.15	933.15	3,632.11	2,698.96
Total Enrollment/Unit Based Fees	55,176.61	665,507.02	610,150.46	(55,356.55)
Revenue Based Fees				
Marketing Services	1,858.99	18,688.98	18,974.62	285.63
School Administration	11,153.89	112,133.89	113,847.70	1,713.81
Special Education Direct Services	19,995.00	54,159.00	51,245.82	(2,913.18)
Special Education Oversight and Liability	4,647.45	46,722.45	47,436.54	714.09
Treasury Services	2,788.46	28,033.47	28,461.93	428.45
Total Revenue Based Fees	40,443.79	259,737.79	259,966.60	228.80
Total Fee Based Expenses	95,620.40	925,244.81	870,117.07	(55,127.75)
SCHEDULE OF COMPENSATION:				
Administrative Compensation				
Salaries	15,089.74	79,944.16	78,214.32	(1,729.83)
Benefits	3,696.99	19,586.31	19,162.51	(423.81)
Pension	1,546.68	7,387.95	6,572.90	(815.05)
Taxes	587.41	3,238.77	3,338.88	100.11
Total Administrative Compensation	20,920.82	110,157.19	107,288.61	(2,868.58)
Instructional Compensation				
Salaries	114,440.47	492,927.75	477,492.58	(15,435.17)
Benefits	27,976.06	120,598.60	116,985.68	(3,612.92)
Pension	16,464.62	75,823.85	68,618.71	(7,205.14)
Taxes	1,929.81	9,317.95	8,817.29	(500.66)
Total Instructional Compensation	160,810.95	698,668.15	671,914.26	(26,753.89)
Total Compensation	181,731.77	808,825.34	779,202.87	(29,622.47)

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:				
Assessment				
Student Testing & Assessment Facilities & Services	593.54	1,365.11	11,000.00	9,634.89
Student Testing & Assessment Travel	3,823.83	6,239.23	7,536.00	1,296.77
Student Testing Technology	-	-	8,000.00	8,000.00
Total Assessment	4,417.37	7,604.34	26,536.00	18,931.66
Authorizer Oversight				
District Oversight	1,572.31	19,250.78	17,035.96	(2,214.82)
STRS Reporting	251.61	1,109.61	936.00	(173.61)
Total Authorizer Oversight	1,823.92	20,360.39	17,971.96	(2,388.43)
Employee Related				
Staff Recruiting/Background Checks	94.41	605.52	1,043.00	437.48
Staff Training/Prof. Dvlpmt	5,367.87	17,949.17	12,481.65	(5,467.52)
Team Building	301.40	512.22	1,481.00	968.78
Travel and Conferences - Teachers	45.40	371.80	2,443.00	2,071.20
Travel and Conferences - Administration	325.42	1,036.18	4,310.00	3,273.82
Total Employee Related	6,134.50	20,474.89	21,758.65	1,283.76
Facilities				
Copiers/ Reproduction	149.51	721.00	862.00	141.00
Expensed Furniture and Equipment	-	71.20	2,484.00	2,412.80
Internet	106.11	682.04	1,864.00	1,181.96
Maintenance & Repairs	162.28	795.25	2,029.00	1,233.75
Office Postage	150.37	864.14	1,613.00	748.86
Office Supplies	245.72	1,631.40	2,066.11	434.71
Office Rent	846.51	9,138.90	8,130.26	(1,008.64)
Rent Operating Expense	106.90	1,132.30	1,299.00	166.70
Rent Storage Unit	-	269.97	450.00	180.03
Telephone	16.09	334.05	1,539.00	1,204.95
Utilities	96.82	796.73	1,609.00	812.27
Total Facilities	1,880.31	16,436.98	23,945.37	7,508.39
Governance				
Accreditation	-	1,060.00	1,060.00	-
Banking Fees	-	(49.10)	400.00	449.10
Board-Related Expenses	-	25.45	870.00	844.55
Dues	190.62	2,727.08	2,490.00	(237.08)
Insurance Expenses	-	464.52	218.08	(246.44)
Total Governance	190.62	4,227.95	5,038.08	810.13
Internet Service Provider				
ISP Payment Reimbursement	3,010.35	8,840.38	8,000.00	(840.38)
Total Internet Service Provider	3,010.35	8,840.38	8,000.00	(840.38)
Instructional				
LiveSpeech	160.00	640.00	720.00	80.00
Math Time to Talk	825.00	825.00	1,983.00	1,158.00
Other Curriculum	49.48	52.72	1,293.00	1,240.28
Science Lab	368.00	2,662.79	3,846.00	1,183.21
Science Lab - Other Contracted Services	170.45	1,144.51	6,200.00	5,055.49
Summer School	-	978.00	978.00	-
Title I - SES Tutoring	-	-	2,500.00	2,500.00
Total Instructional	1,572.93	6,303.02	17,520.00	11,216.98
Professional Services				
Accounting Services/Audit	750.00	8,062.50	9,000.00	937.50
AERIES	-	662.20	700.00	37.80
Legal Services	717.05	2,937.91	2,974.00	36.09
Other School Contracted Services	6.99	653.79	1,093.00	439.21
Other School Expense	8.16	27.85	174.00	146.15
Total Professional Services	1,482.20	12,344.25	13,941.00	1,596.75
Student Related				
College and Career Grant	-	5,925.40	73,000.00	67,074.60
Graduation Expense	810.87	2,030.32	4,000.00	1,969.68
Low Performing Student Block Grant Expenses	-	-	3,458.00	3,458.00
Student Activities	1,588.69	4,675.35	11,330.00	6,654.65
Total Student Related	2,399.56	12,631.07	91,788.00	79,156.93
Pending Allocation				
Expenses Pending Allocation	(8,846.65)	-	-	-
Total Pending Allocation	(8,846.65)	-	-	-
Total Other Expenses	14,065.11	109,223.27	226,499.06	117,275.79

California Connections Academy @ Central
Revenue and Expense Statement- Unaudited Financial Statements
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget \$	Actual vs Budget %
Enrollment					
ADM			518	0	0.08%
Total Enrollment			725	20	2.76%
Funded Enrollment			466	(11)	-2.32%
Revenue					
State Funding	396,693.76	4,419,691.91	4,455,379.01	(35,687.11)	-0.80%
Federal & Other Program Funding	127,865.16	175,160.16	178,079.00	(2,918.84)	-1.64%
Local Aid	35,547.73	256,420.59	240,090.96	16,329.63	6.80%
Other Funding Sources	48.54	1,537.91	2,000.00	(462.09)	-23.10%
Total Revenue	560,155.19	4,852,810.57	4,875,548.97	(22,738.40)	-0.47%
Program Expenses					
Compensation Expense					
Administration Staff	57,019.48	304,215.54	296,397.26	(7,818.28)	2.64%
Instructional Staff	393,626.88	1,813,844.38	1,759,076.23	(54,768.15)	-3.11%
Total Compensation Expense	450,646.37	2,118,059.92	2,055,473.48	(62,586.43)	-3.04%
Fee Based Expenses					
Enrollment/Unit Based Fees	142,845.17	1,692,862.94	1,629,299.45	(63,563.49)	-3.90%
Revenue Based Fees	107,074.66	651,227.17	645,044.73	(6,182.44)	-0.96%
Total Fee Based Expenses	249,919.83	2,344,090.11	2,274,344.18	(69,745.93)	-3.07%
Other School Expenses					
Assessment	23,849.95	45,184.76	43,539.93	(1,644.83)	-3.78%
Authorizer Oversight	5,525.61	57,738.62	57,416.88	(321.74)	-0.56%
Employee Related	16,349.75	54,088.66	74,646.00	20,557.34	27.54%
Facilities	4,647.06	42,394.19	69,953.00	27,558.81	39.40%
Governance	496.62	8,767.74	11,449.82	2,682.08	23.42%
Internet Service Provider	8,886.36	26,317.38	29,000.00	2,682.62	9.25%
Instructional	6,459.02	25,374.74	39,457.00	14,082.26	35.69%
Professional Services	2,542.23	21,655.58	22,507.00	851.42	3.78%
Student Related	6,396.19	12,212.53	101,292.00	89,079.47	87.94%
Pending Allocation	(22,959.50)	-	-	-	0.00%
Total Other School Expenses	52,193.29	293,734.20	449,261.63	155,527.43	34.62%
Adjustments and Credits					
Contractual Service Credit	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	0.00%
Total Program Expenses	752,759.49	4,755,884.23	4,779,079.30	23,195.07	0.49%
Net Increase (Decrease)	(192,604.30)	96,926.34	96,469.67	456.66	-0.47%
Beginning fund balance	50,979.73	50,979.73			
Ending fund balance	(141,624.57)	147,906.07			

California Connections Academy @ Central
Balance Sheet- Unaudited Financial Statements
June 30, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	23,872.02
Savings		428,677.17

Total Cash and Short Term Investments		452,549.19
--	--	-------------------

Other Current Assets:

Pupil Funding	816,235.21
SPED Funding State	7,335.00
Other State Receivables	95,151.82
Federal Programs	127,865.16
Other Receivables	(2,586.96)
Prepaid Expenses	8,190.18

Total Other Current Assets		1,052,190.41
-----------------------------------	--	---------------------

Total Current Assets		1,504,739.60
-----------------------------	--	---------------------

Other Assets:

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

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

Total Assets	\$	1,504,839.60
---------------------	-----------	---------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	825,798.71
Due to (from) Capistrano Connections Academy		183,089.47
Pension Payable		23,541.30
Accrued Compensation		192,352.86
Accrued Expenses		5,402.52
Deferred Revenue		52,003.00
Accounts Payable		74,745.67

Total Current Liabilities		1,356,933.53
----------------------------------	--	---------------------

Total Liabilities		1,356,933.53
--------------------------	--	---------------------

FUND BALANCE

Beginning Fund Balance	50,979.73
Change in Fund Balance	96,926.34

Ending Fund Balance		147,906.07
----------------------------	--	-------------------

Total Liabilities and Fund Balance	\$	1,504,839.60
---	-----------	---------------------

California Connections Academy @ Central
Schedule of Revenue
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
<u>Revenue</u>				
State Funding				
LCFF / General Purpose Block Grant - State	90,981.32	3,343,040.00	3,556,906.04	(213,866.04)
LCFF / General Purpose Block Grant - State EPA	265,757.40	781,089.00	552,141.00	228,948.00
Star Testing Reimbursement		919.00	817.00	102.00
Lottery	22,101.53	104,488.50	90,370.50	14,117.99
Special Education Pass Through Funds - State	12,780.98	70,680.00	62,034.66	8,645.34
One Time State Funding	5,072.53	75,262.00	138,927.40	(63,665.40)
Mandated Cost Reimbursement	-	11,956.00	11,956.00	-
Classified Employee PD grant	-	259.00	-	259.00
Low Performing Student Block Grant	-	8,892.00	8,892.00	-
Prior Year Revenue Adjustments	-	23,106.41	33,334.41	(10,228.00)
Total State Funding	396,693.76	4,419,691.91	4,455,379.01	(35,687.11)
Federal & Other Programs Funding				
Title I	48,354.00	89,598.00	87,041.00	2,557.00
Title II	10,214.00	13,427.00	17,000.00	(3,573.00)
Title IV	7,500.00	10,000.00	10,000.00	-
IDEA	61,464.00	61,464.00	63,000.00	(1,536.00)
E-Rate	333.16	333.16	700.00	(366.84)
Prior Year Revenue Adjustments	-	338.00	338.00	-
Total Federal & Other Programs Funding	127,865.16	175,160.16	178,079.00	(2,918.84)
Local Funding				
LCFF / General Purpose Block Grant - Local	35,547.73	233,871.00	217,541.37	16,329.63
Microsoft Voucher reimbursement program	-	1,399.55	1,399.55	-
Prior Year Revenue Adjustments	-	21,150.04	21,150.04	-
Total Local Funding	35,547.73	256,420.59	240,090.96	16,329.63
Other Funding				
Interest	48.54	1,537.91	2,000.00	(462.09)
Total Other Funding	48.54	1,537.91	2,000.00	(462.09)
Total Revenue	560,155.19	4,852,810.57	4,875,548.97	(22,738.40)

California Connections Academy @ Central
Schedule of Fees
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF FEES:				
Enrollment/Unit Based Fees				
Accounting and Regulatory Reporting	2,081.12	25,921.50	25,900.11	(21.39)
Community Outreach	2,083.50	25,000.00	25,000.00	-
Connexus™ Annual License (LMS)	24,973.50	311,058.00	310,801.33	(256.67)
Curriculum Postage	2,200.00	24,585.00	23,925.00	(660.00)
Direct Course Instruction Support	524.40	11,328.74	14,110.93	2,782.19
Educational Resource Center	5,244.43	65,322.18	65,268.28	(53.90)
Enrollment and Records Management	2,666.67	29,800.00	29,000.00	(800.00)
Facility Support Services	420.00	2,370.00	2,370.00	-
Hardware/Software - Employees	1,056.94	15,573.34	15,259.37	(313.97)
Human Resources Support	2,193.02	32,444.46	31,790.35	(654.11)
Internet Subsidy Payment Processing	(2,500.65)	10,575.00	9,575.00	(1,000.00)
School Curriculum Supplies	783.68	11,494.61	11,237.04	(257.57)
Short-Term Substitute Teaching	5,376.51	45,316.52	21,756.09	(23,560.43)
Student Technology Assistance	20,268.75	243,225.00	220,225.00	(23,000.00)
Tangible and Intangible Instructional Materials	66,945.84	758,800.00	736,225.00	(22,575.00)
Technical Support and Repairs	6,243.37	77,764.50	77,700.33	(64.17)
Voice Over IP Services	2,284.09	2,284.09	9,155.62	6,871.53
Total Enrollment/Unit Based Fees	142,845.17	1,692,862.94	1,629,299.45	(63,563.49)
Revenue Based Fees				
Marketing Services	5,300.76	47,191.29	47,273.64	82.36
School Administration	31,804.54	283,147.72	283,641.86	494.14
Special Education Direct Services	48,787.33	132,144.00	125,034.66	(7,109.34)
Special Education Oversight and Liability	13,251.88	117,978.22	118,184.11	205.89
Treasury Services	7,930.15	70,765.94	70,910.46	144.53
Total Revenue Based Fees	107,074.66	651,227.17	645,044.73	(6,182.44)
Total Fee Based Expenses	249,919.83	2,344,090.11	2,274,344.18	(69,745.93)
SCHEDULE OF COMPENSATION:				
Administrative Compensation				
Salaries	41,126.94	220,754.49	216,039.85	(4,714.65)
Benefits	10,076.10	54,084.85	52,929.77	(1,155.08)
Pension	4,215.47	20,437.56	18,216.15	(2,221.40)
Taxes	1,600.97	8,938.63	9,211.48	272.85
Total Administrative Compensation	57,019.48	304,215.54	296,397.26	(7,818.28)
Instructional Compensation				
Salaries	280,122.98	1,280,772.58	1,251,048.88	(29,723.70)
Benefits	68,478.72	313,364.41	306,506.98	(6,857.43)
Pension	40,301.47	195,533.38	178,496.33	(17,037.05)
Taxes	4,723.71	24,174.01	23,024.04	(1,149.97)
Total Instructional Compensation	393,626.88	1,813,844.38	1,759,076.23	(54,768.15)
Total Compensation	450,646.37	2,118,059.92	2,055,473.48	(62,586.43)

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:				
Assessment				
Student Testing & Assessment Facilities & Services	12,389.23	20,890.00	17,000.00	(3,890.00)
Student Testing & Assessment Travel	11,460.72	18,446.31	20,539.93	2,093.62
Student Testing Technology	-	5,848.45	6,000.00	151.55
Total Assessment	23,849.95	45,184.76	43,539.93	151.55
Authorizer Oversight				
District Administrative Fees	966.63	11,600.00	11,600.00	-
District Oversight	4,338.74	43,580.00	43,265.88	(314.12)
STRS Reporting	220.24	2,558.62	2,551.00	(7.62)
Total Authorizer Oversight	5,525.61	57,738.62	57,416.88	(321.74)
Employee Related				
Staff Recruiting/Background Checks	231.10	1,592.86	2,844.00	1,251.14
Staff Training/Prof. Dvlpmnt	14,863.80	47,975.04	49,358.00	1,382.96
Team Building	737.82	1,292.48	4,037.00	2,744.52
Travel and Conferences - Teachers	(278.41)	612.52	6,660.00	6,047.48
Travel and Conferences - Administration	795.44	2,615.76	11,747.00	9,131.24
Total Employee Related	16,349.75	54,088.66	74,646.00	20,557.34
Facilities				
Copiers/ Reproduction	366.01	1,874.60	2,350.00	475.40
Expensed Furniture and Equipment	-	194.09	6,770.00	6,575.91
Internet	259.75	1,782.85	5,080.00	3,297.15
Maintenance & Repairs	423.65	2,098.55	5,530.00	3,431.45
Office Postage	368.08	2,249.58	4,395.00	2,145.42
Office Supplies	601.47	3,270.88	5,135.00	1,864.12
Office Rent	2,072.26	24,162.81	27,075.00	2,912.19
Rent Operating Expense	261.70	2,991.55	3,539.00	547.45
Rent Storage Unit	-	735.95	1,500.00	764.05
Telephone	39.29	870.87	4,195.00	3,324.13
Utilities	254.85	2,162.46	4,384.00	2,221.54
Total Facilities	4,647.06	42,394.19	69,953.00	27,558.81
Governance				
Accreditation	-	1,020.00	1,020.00	-
Banking Fees	30.00	386.58	600.00	213.42
Board-Related Expenses	-	69.15	2,370.00	2,300.85
Dues	466.62	6,164.50	6,935.00	770.50
Insurance Expenses	-	1,127.51	524.82	(602.69)
Total Governance	496.62	8,767.74	11,449.82	2,682.08
Internet Service Provider				
ISP Payment Reimbursement	8,886.36	26,317.38	29,000.00	2,682.62
Total Internet Service Provider	8,886.36	26,317.38	29,000.00	2,682.62
Instructional				
LiveSpeech	1,280.00	6,640.00	4,320.00	(2,320.00)
Math Time to Talk	3,740.00	3,740.00	5,404.00	1,664.00
Other Curriculum	121.00	129.34	3,523.00	3,393.66
Science Lab	909.58	6,991.22	10,483.00	3,491.78
Science Lab - Other Contracted Services	408.44	2,947.18	5,800.00	2,852.82
Summer School	-	4,927.00	4,927.00	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00
Total Instructional	6,459.02	25,374.74	39,457.00	16,402.26
Professional Services				
Accounting Services/Audit	750.00	10,562.50	9,000.00	(1,562.50)
AERIES	-	1,670.90	1,950.00	279.10
Legal Services	1,755.14	7,636.78	8,105.00	468.22
Other School Contracted Services	17.12	1,712.59	2,978.00	1,265.41
Other School Expense	19.97	72.81	474.00	401.19
Total Professional Services	2,542.23	21,655.58	22,507.00	851.42
Student Related				
College and Career Grant	-	-	70,000.00	70,000.00
Graduation Expense	2,189.57	3,528.44	5,800.00	2,271.56
Low Performing Student Block Grant Expenses	-	-	8,892.00	8,892.00
Student Activities	4,206.62	8,684.09	16,600.00	7,915.91
Total Student Related	6,396.19	12,212.53	101,292.00	89,079.47
Pending Allocation				
Expenses Pending Allocation	(22,959.50)	-	-	-
Total Pending Allocation	(22,959.50)	-	-	-
Total Other Expenses	52,193.29	293,734.20	449,261.63	155,527.43

California Connections Academy @ Ripon
Revenue and Expense Statement- Unaudited Financial Statements
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget \$	Actual vs Budget %
<u>Enrollment</u>					
ADM			1,459	(55)	-3.75%
Total Enrollment			2,029	(64)	-3.15%
Funded Enrollment			1,308	(76)	-5.81%
<u>Revenue</u>					
State Funding	918,071.31	10,558,484.79	11,066,246.70	(507,761.92)	-4.59%
Federal & Other Program Funding	306,996.37	371,849.37	354,587.00	17,262.37	4.87%
Local Aid	107,353.85	1,622,948.14	1,723,911.97	(100,963.83)	-5.86%
Other Funding Sources	-	12,467.76	2,500.00	9,967.76	398.71%
Total Revenue	1,332,421.53	12,565,750.06	13,147,245.67	(581,495.62)	-4.42%
<u>Program Expenses</u>					
Compensation Expense					
Administration Staff	160,085.28	855,382.99	833,432.74	(21,950.25)	-2.63%
Instructional Staff	1,080,733.88	4,952,276.90	4,877,426.22	(74,850.67)	-1.53%
Total Compensation Expense	1,240,819.16	5,807,659.88	5,710,858.96	(96,800.92)	-1.70%
Fee Based Expenses					
Enrollment/Unit Based Fees	371,461.41	4,459,845.20	4,481,396.02	21,550.82	0.48%
Revenue Based Fees	294,296.46	1,696,376.03	1,885,325.77	188,949.74	10.02%
Total Fee Based Expenses	665,757.87	6,156,221.23	6,366,721.79	210,500.56	3.31%
Other School Expenses					
Assessment	38,539.40	121,198.45	176,667.00	55,468.55	31.40%
Authorizer Oversight	12,445.46	135,092.30	138,475.77	3,383.47	2.44%
Employee Related	45,520.52	150,619.97	174,960.00	24,340.03	13.91%
Facilities	12,785.68	120,397.79	209,057.12	88,659.33	42.41%
Governance	1,497.49	22,749.84	29,073.13	6,323.29	21.75%
Internet Service Provider	22,252.82	64,828.07	73,000.00	8,171.93	11.19%
Instructional	14,246.06	60,980.85	90,560.00	29,579.15	32.66%
Professional Services	7,520.74	41,487.65	57,449.00	15,961.35	27.78%
Student Related	16,043.95	27,664.28	120,394.25	92,729.97	77.02%
Pending Allocation	(63,756.60)	-	-	-	0.00%
Total Other School Expenses	107,095.52	745,019.20	1,069,636.27	324,617.07	30.35%
Adjustments and Credits					
Contractual Service Credit	(108,000.00)	(108,000.00)	-	108,000.00	-100.00%
Total Adjustments and Credits	(108,000.00)	(108,000.00)	-	108,000.00	-100.00%
Total Program Expenses	1,905,672.55	12,600,900.32	13,147,217.02	546,316.70	4.16%
Net Increase (Decrease)	(573,251.02)	(35,150.26)	28.65	(35,178.92)	122769.76%
Beginning fund balance	45,837.94	45,837.94			
Ending fund balance	(527,413.08)	10,687.68			

California Connections Academy @ Ripon
Balance Sheet- Unaudited Financial Statements
June 30, 2019

ASSETS

Cash and Short-Term Investments:

Checking	\$	(2,727.37)
Operating		108,579.65
Checking - CALOPS		1,636,453.03
Petty Cash		222.88

Total Cash and Short Term Investments		1,742,528.19
--	--	---------------------

Other Current Assets:

Pupil Funding	3,123,256.00
SPED Funding State	33,429.00
Other State Receivables	174,892.16
Federal Programs	306,996.37
Other Receivables	(7,668.60)
Prepaid Expenses	6,476.45

Total Other Current Assets		3,637,381.39
-----------------------------------	--	---------------------

Total Current Assets		5,379,909.58
-----------------------------	--	---------------------

Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
---	--------

Total Other Assets		300.00
---------------------------	--	---------------

Total Assets	\$	5,380,209.58
---------------------	-----------	---------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	3,988,997.66
Due to (from) Capistrano Connections Academy		503,703.34
Pension Payable		64,816.20
Accrued Compensation		530,116.23
Accrued Expenses		14,834.80
Deferred Revenue		186,247.75
Accounts Payable		80,805.92

Total Current Liabilities		5,369,521.90
----------------------------------	--	---------------------

Total Liabilities		5,369,521.90
--------------------------	--	---------------------

FUND BALANCE

Beginning Fund Balance	45,837.94
Change in Fund Balance	(35,150.26)

Ending Fund Balance		10,687.68
----------------------------	--	------------------

Total Liabilities and Fund Balance	\$	5,380,209.58
---	-----------	---------------------

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
Revenue				
State Funding				
LCFF / General Purpose Block Grant - State	70,778.48	7,789,538.00	8,727,061.75	(937,523.75)
LCFF / General Purpose Block Grant - State EPA	756,873.40	2,101,845.00	1,441,041.00	660,804.00
Star Testing Reimbursement	-	2,267.00	2,184.00	83.00
Lottery	59,862.76	283,015.22	253,845.96	29,169.27
Special Education Pass Through Funds - State	17,000.67	188,913.00	184,191.78	4,721.22
One Time State Funding	13,556.00	201,156.00	371,324.20	(170,168.20)
Mandated Cost Reimbursement	-	33,073.00	33,073.00	-
Low Performing Student Block Grant	-	25,194.25	25,194.25	-
Classified Employee PD grant	-	734.00	-	734.00
Prior Year Revenue Adjustments	-	(67,250.68)	28,330.77	(95,581.45)
Total State Funding	918,071.31	10,558,484.79	11,066,246.70	(507,761.92)
Federal & Other Programs Funding				
Title I	111,779.00	167,140.00	160,687.00	6,453.00
Title II	22,185.00	29,162.00	32,000.00	(2,838.00)
Title IV	7,818.00	10,333.00	10,000.00	333.00
IDEA	164,279.00	164,279.00	150,000.00	14,279.00
E-Rate	935.37	935.37	1,900.00	(964.63)
Total Federal & Other Programs Funding	306,996.37	371,849.37	354,587.00	17,262.37
Local Funding				
LCFF / General Purpose Block Grant - Local	107,353.85	1,622,260.00	1,723,273.83	(101,013.83)
Microsoft Voucher Reimbursement Program	-	536.96	536.96	-
Donations/Tax Credits	-	151.18	101.18	50.00
Total Local Funding	107,353.85	1,622,948.14	1,723,911.97	(100,963.83)
Other Funding				
Interest	-	12,467.76	2,500.00	9,967.76
Total Other Funding	-	12,467.76	2,500.00	9,967.76
Total Revenue	1,332,421.53	12,565,750.06	13,147,245.67	(581,495.62)

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF FEES:				
Enrollment/Unit Based Fees				
Accounting and Regulatory Reporting	5,580.25	70,214.00	72,947.89	2,733.89
Community Outreach	4,167.00	50,000.00	50,000.00	-
Connexus™ Annual License (LMS)	66,963.00	842,568.00	875,374.67	32,806.67
Curriculum Postage	5,736.50	64,845.00	66,957.00	2,112.00
Direct Course Instruction Support	1,983.60	33,388.27	39,617.77	6,229.50
Educational Resource Center	14,062.23	176,939.28	183,828.68	6,889.40
Enrollment and Records Management	6,953.33	78,600.00	81,160.00	2,560.00
Facility Support Services	1,063.88	6,653.88	6,653.88	-
Hardware/Software - Employees	3,501.42	42,757.98	42,524.41	(233.58)
Human Resources Support	7,306.21	89,079.13	88,592.52	(486.62)
Internet Subsidy Payment Processing	(8,291.96)	25,125.00	22,650.00	(2,475.00)
School Curriculum Supplies	2,635.24	31,559.46	31,354.66	(204.80)
Short-Term Substitute Teaching	14,761.69	123,252.02	61,276.23	(61,975.79)
Student Technology Assistance	48,156.25	577,875.00	520,950.00	(56,925.00)
Tangible and Intangible Instructional Materials	173,870.84	2,030,075.00	2,093,150.00	63,075.00
Technical Support and Repairs	16,740.75	210,642.00	218,843.67	8,201.67
Voice Over IP Services	6,271.17	6,271.17	25,514.65	19,243.47
Total Enrollment/Unit Based Fees	371,461.41	4,459,845.20	4,481,396.02	21,550.82
Revenue Based Fees				
Marketing Services	12,386.10	122,125.58	128,099.16	5,973.58
School Administration	74,316.57	732,753.47	768,594.94	35,841.46
Special Education Direct Services	158,246.75	353,192.00	334,191.78	(19,000.22)
Special Education Oversight and Liability	30,965.24	305,313.95	320,247.89	14,933.94
Treasury Services	18,381.80	182,991.03	334,192.00	151,200.97
Total Revenue Based Fees	294,296.46	1,696,376.03	1,885,325.77	188,949.74
Total Fee Based Expenses	665,757.87	6,156,221.23	6,366,721.79	210,500.56
SCHEDULE OF COMPENSATION:				
Administrative Compensation				
Salaries	115,466.11	620,702.60	607,465.98	(13,236.62)
Benefits	28,289.20	152,072.15	148,829.20	(3,242.95)
Pension	11,835.17	57,476.61	51,239.90	(6,236.71)
Taxes	4,494.80	25,131.64	25,897.67	766.03
Total Administrative Compensation	160,085.28	855,382.99	833,432.74	(21,950.25)
Instructional Compensation				
Salaries	769,099.90	3,499,094.72	3,469,505.53	(29,589.19)
Benefits	188,013.77	856,130.83	850,028.85	(6,101.97)
Pension	110,650.88	531,525.33	494,108.33	(37,417.00)
Taxes	12,969.32	65,526.02	63,783.51	(1,742.51)
Total Instructional Compensation	1,080,733.88	4,952,276.90	4,877,426.22	(74,850.67)
Total Compensation	1,240,819.16	5,807,659.88	5,710,858.96	(96,800.92)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/2018	Actual vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:				
Assessment				
Student Testing & Assessment Facilities & Services	7,069.76	61,313.30	90,000.00	28,686.70
Student Testing & Assessment Travel	31,469.64	47,463.65	57,667.00	10,203.35
Student Testing Technology	-	12,421.50	29,000.00	16,578.50
Total Assessment	38,539.40	121,198.45	176,667.00	55,468.55
Authorizer Oversight				
District Administrative Fees	1,033.36	12,400.00	12,400.00	-
District Oversight	10,415.37	115,136.43	118,913.77	3,777.34
STRS Reporting	996.73	7,555.87	7,162.00	(393.87)
Total Authorizer Oversight	12,445.46	135,092.30	138,475.77	3,383.47
Employee Related				
Staff Recruiting/Background Checks	634.52	4,172.43	7,985.00	3,812.57
Staff Training/Prof. Dvlpmt	40,811.47	132,473.27	103,963.00	(28,510.27)
Team Building	2,025.68	3,565.56	11,334.00	7,768.44
Travel and Conferences - Teachers	(135.81)	3,228.43	18,697.00	15,468.57
Travel and Conferences - Administration	2,184.66	7,180.28	32,981.00	25,800.72
Total Employee Related	45,520.52	150,619.97	174,960.00	24,340.03
Facilities				
Copiers/ Reproduction	1,004.89	5,124.22	6,598.00	1,473.78
Equipment/Supplies	-	-	17,500.00	17,500.00
Expensed Furniture and Equipment	-	544.93	19,008.00	18,463.07
Internet	713.15	4,863.10	14,261.00	9,397.90
Maintenance & Repairs	1,179.31	6,270.86	15,526.00	9,255.14
Office Postage	1,010.54	6,090.64	12,339.00	6,248.36
Office Supplies	1,651.38	8,652.59	14,417.00	5,764.41
Office Rent	5,689.42	67,500.50	61,385.12	(6,115.38)
Prop 39 Clean Energy Planning	-	2,490.00	10,000.00	7,510.00
Rent Operating Expense	718.51	8,353.92	9,936.00	1,582.08
Rent Storage Unit	-	2,066.24	4,000.00	1,933.76
Telephone	107.94	2,374.53	11,777.00	9,402.47
Utilities	710.54	6,066.26	12,310.00	6,243.74
Total Facilities	12,785.68	120,397.79	209,057.12	88,659.33
Governance				
Accreditation	-	1,020.00	1,020.00	-
Banking Fees	216.36	1,309.63	600.00	(709.63)
Board-Related Expenses	-	193.11	6,654.00	6,460.89
Dues	1,281.13	17,109.52	19,348.00	2,238.48
Insurance Expenses	-	3,117.58	1,451.13	(1,666.45)
Total Governance	1,497.49	22,749.84	29,073.13	6,323.29
Internet Service Provider				
ISP Payment Reimbursement	22,252.82	64,828.07	73,000.00	8,171.93
Total Internet Service Provider	22,252.82	64,828.07	73,000.00	8,171.93
Instructional				
LiveSpeech	1,440.00	7,840.00	6,480.00	(1,360.00)
Math Time to Talk	8,855.00	8,855.00	15,171.00	6,316.00
Other Curriculum	332.29	354.30	9,892.00	9,537.70
Science Lab	2,497.35	19,289.56	27,500.00	8,210.44
Science Lab - Other Contracted Services	1,121.42	8,124.99	10,000.00	1,875.01
Summer School	-	16,517.00	16,517.00	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00
Total Instructional	14,246.06	60,980.85	90,560.00	30,939.15
Professional Services				
Accounting Services/Audit	2,600.00	11,225.00	9,500.00	(1,725.00)
AERIES	-	4,431.35	5,500.00	1,068.65
Legal Services	4,818.91	20,943.94	22,756.00	1,812.06
Manager Services	-	-	10,000.00	10,000.00
Other School Contracted Services	47.01	4,685.17	8,362.00	3,676.83
Other School Expense	54.82	202.19	1,331.00	1,128.81
Total Professional Services	7,520.74	41,487.65	57,449.00	15,961.35
Student Related				
College and Career Grant	-	-	62,000.00	62,000.00
Graduation Expense	5,256.30	11,667.63	9,000.00	(2,667.63)
Low Performing Student Block Grant Expenses	-	-	25,194.25	25,194.25
Student Activities	10,787.65	15,996.65	24,200.00	8,203.35
Total Student Related	16,043.95	27,664.28	120,394.25	92,729.97
Pending Allocation				
Expenses Pending Allocation	(63,756.60)	-	-	-
Total Pending Allocation	(63,756.60)	-	-	-
Total Other Expenses	107,095.52	745,019.20	1,069,636.27	324,617.07

Capistrano California Connections Academy
Revenue and Expense Statement- Unaudited Financial Statements
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/18	Actual vs Budget \$	Actual vs Budget %
Enrollment					
ADM			4,210	(112)	-2.67%
Total Enrollment			5,650	(181)	-3.20%
Funded Enrollment			3,837	(185)	-4.83%
Revenue					
State Funding	1,286,118.79	11,725,159.69	13,465,916.30	(1,740,756.61)	-12.93%
Federal & Other Program Funding	939,726.40	1,232,222.40	1,163,556.00	68,666.40	5.90%
Local Aid	2,052,168.07	24,943,612.43	24,365,371.18	578,241.25	2.37%
Other Funding Sources	11,791.42	78,291.02	15,000.00	63,291.02	421.94%
Total Revenue	4,289,804.68	37,979,285.54	39,009,843.48	(1,030,557.94)	-2.64%
Program Expenses					
Compensation Expense					
Administration Staff	483,742.63	2,591,037.66	2,524,708.81	(66,328.85)	-2.63%
Instructional Staff	3,141,911.55	14,475,414.80	14,246,799.44	(228,615.36)	-1.60%
Total Compensation Expense	3,625,654.19	17,066,452.46	16,771,508.25	(294,944.21)	-1.76%
Fee Based Expenses					
Enrollment/Unit Based Fees	1,136,529.87	13,047,372.55	12,985,700.76	(61,671.79)	-0.47%
Revenue Based Fees	946,166.72	5,177,140.05	5,243,194.10	66,054.05	1.26%
Total Fee Based Expenses	2,082,696.59	18,224,512.60	18,228,894.86	4,382.26	0.02%
Other School Expenses					
Assessment	123,592.30	327,130.97	398,256.89	71,125.92	17.86%
Authorizer Oversight	33,085.25	364,020.92	373,878.99	9,858.07	2.64%
Employee Related	135,055.96	441,058.99	541,980.98	100,921.99	18.62%
Facilities	37,487.56	352,858.38	638,798.53	285,940.15	44.76%
Governance	4,081.76	65,064.32	85,329.97	20,265.65	23.75%
Internet Service Provider	65,414.03	191,119.11	222,000.00	30,880.89	13.91%
Instructional	44,760.80	198,730.66	295,251.50	96,520.84	32.69%
Professional Services	23,202.17	112,482.45	144,052.00	31,569.55	21.92%
Student Related	55,312.18	135,598.11	252,529.00	116,930.89	46.30%
Pending Allocation	(187,937.57)	-	-	-	0.00%
Total Other School Expenses	334,054.44	2,188,063.91	2,952,077.87	764,013.96	25.88%
Adjustments and Credits					
Discretionary Service Credit	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	0.00%
Total Program Expenses	6,042,405.22	37,479,028.97	37,952,480.98	473,452.01	1.25%
Net Increase (Decrease)	(1,752,600.53)	500,256.57	1,057,362.50	(557,105.93)	52.69%
Beginning fund balance	449,678.93	449,678.93			
Ending fund balance	(1,302,921.60)	949,935.50			

Capistrano California Connections Academy
Balance Sheet- Unaudited Financial Statements
June 30, 2019

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$	(22,969.70)
Payroll		3,979,532.55
Operating Account		372,480.73
CalOPS Checking		1,119,073.00
OCDE Cash Account		6,681,253.49
Petty Cash		250.03

Total Cash and Short Term Investments		12,129,620.10
--	--	----------------------

Other Current Assets:

Pupil Funding		4,342,548.00
SPED Funding State		265,238.00
Other State Receivables		175,593.00
Federal Programs		813,656.40
Other Receivables		11,739.23
Prepaid Expenses		67,389.92

Total Other Current Assets		5,676,164.55
-----------------------------------	--	---------------------

Total Current Assets		17,805,784.65
-----------------------------	--	----------------------

Fixed Assets:

Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(1,806.80)

Net Fixed Assets		30,714.70
-------------------------	--	------------------

Other Assets:

Rent Deposit InterPres Corporation		20,287.30
------------------------------------	--	-----------

Total Other Assets		20,287.30
---------------------------	--	------------------

Total Assets	\$	17,856,786.65
---------------------	-----------	----------------------

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	14,967,712.00
Due to (from) CalOPS Schools		(760,908.62)
Pension Payable		580,113.27
Accrued Compensation		1,551,516.31
Accrued Expenses		43,138.50
Deferred Revenue		504,423.00
Accounts Payable		20,856.69

Total Current Liabilities		16,906,851.15
----------------------------------	--	----------------------

Total Liabilities		16,906,851.15
--------------------------	--	----------------------

FUND BALANCE

Beginning Fund Balance		449,678.93
Change in Fund Balance		500,256.57

Ending Fund Balance		949,935.50
----------------------------	--	-------------------

Total Liabilities and Fund Balance	\$	17,856,786.65
---	-----------	----------------------

Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/18	Actual vs Budget
Revenue				
State Funding				
LCFF / General Purpose Block Grant - State	658,944.02	8,437,895.00	10,050,215.42	(1,612,320.42)
LCFF / General Purpose Block Grant - State EPA	93,748.53	730,420.00	682,148.00	48,272.00
Star Testing Reimbursement	-	6,802.00	7,000.00	(198.00)
Lottery	177,393.63	838,668.00	744,455.85	94,212.15
Special Education Pass through funds - State	53,020.66	606,261.00	592,490.22	13,770.78
One Time State Funding	43,506.26	645,552.00	1,191,655.80	(546,103.80)
Mandated Cost Reimbursement	-	108,042.00	108,042.00	-
Classified Employee PD grant	-	2,105.00	-	2,105.00
Low Performing Student Block Grant	-	89,909.00	89,909.00	-
Prior Year Revenue Adjustments	259,505.69	259,505.69	-	-
Total State Funding	1,286,118.79	11,725,159.69	13,465,916.30	(1,740,756.61)
Federal & Other Programs Funding				
Title I	311,669.00	573,162.00	551,078.00	22,084.00
Title II	74,107.00	97,415.00	96,000.00	1,415.00
Title IV	23,918.00	31,613.00	30,778.00	835.00
IDEA	527,206.00	527,206.00	480,000.00	47,206.00
E-Rate	2,826.40	2,826.40	5,700.00	(2,873.60)
Total Federal & Other Programs Funding	939,726.40	1,232,222.40	1,163,556.00	68,666.40
Local Funding				
LCFF / General Purpose Block Grant - Local	2,052,168.07	24,949,577.00	24,371,335.75	578,241.25
Microsoft Voucher Reimbursement Program	-	6,853.43	6,853.43	-
Donations/Tax Credits	-	10.00	10.00	-
Prior Year Revenue Adjustments	-	(12,828.00)	(12,828.00)	-
Total Local Funding	2,052,168.07	24,943,612.43	24,365,371.18	578,241.25
Other Funding				
Interest	11,791.42	78,291.02	15,000.00	63,291.02
Total Other Funding	11,791.42	78,291.02	15,000.00	63,291.02
Total Revenue	4,289,804.68	37,979,285.54	39,009,843.48	(1,030,557.94)

Capistrano California Connections Academy
Schedule of Fees
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/18	Actual vs Budget
SCHEDULE OF FEES:				
Enrollment/Unit-Based Fees				
Accounting and Regulatory Reporting	16,814.87	204,858.00	210,477.00	5,619.00
Community Outreach	45,837.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	201,778.50	2,458,296.00	2,525,724.00	67,428.00
Curriculum Postage	15,251.50	180,477.00	186,450.00	5,973.00
Direct Course Instruction Support	6,156.00	99,908.72	119,714.21	19,805.49
Educational Resource Center	42,373.48	516,242.16	530,402.04	14,159.88
Enrollment and Records Management	18,486.67	218,760.00	226,000.00	7,240.00
Facility Support Services	3,346.11	20,106.56	20,106.56	-
Hardware/Software - Employees	10,113.60	124,306.32	122,329.09	(1,977.23)
Human Resources Support	21,089.12	258,971.49	254,852.26	(4,119.23)
ISP Processing Fee	25,065.00	69,850.00	64,075.00	(5,775.00)
School Curriculum Supplies	7,682.77	91,749.90	90,083.48	(1,666.42)
Short-Term Sub Teaching Services	42,915.28	360,665.81	62,933.67	(297,732.14)
Student Technology Assistance- Laptops	133,879.17	1,606,550.00	1,473,725.00	(132,825.00)
Tangible/Intangible Instr. Materials	477,064.59	5,653,825.00	5,844,000.00	190,175.00
Technical Support and Repairs	50,444.62	614,574.00	631,431.00	16,857.00
Voice Over IP Services	18,231.59	18,231.59	73,397.45	55,165.86
Total Enrollment/Unit Based Fees	1,136,529.87	13,047,372.55	12,985,700.76	(61,671.79)
Revenue-Based Fees				
Marketing Services	39,641.95	367,606.64	379,154.90	11,548.26
School Administration	237,851.66	2,205,639.85	2,274,929.39	69,289.54
Special Education Oversight and Liability	54,874.39	919,016.60	947,887.25	28,870.64
Special Education Direct Services	554,335.80	1,133,467.00	1,072,490.22	(60,976.78)
Treasury Services	59,462.92	551,409.96	568,732.35	17,322.39
Total Revenue Based Fees	946,166.72	5,177,140.05	5,243,194.10	66,054.05
Total Fee-Based Expenses	2,082,696.59	18,224,512.60	18,228,894.86	4,382.26
SCHEDULE OF COMPENSATION:				
Administrative Compensation				
Salaries	348,913.28	1,880,131.80	1,840,133.63	(39,998.17)
Benefits	85,483.76	460,632.33	450,832.84	(9,799.49)
Pension	35,763.28	174,155.78	155,309.82	(18,845.97)
Taxes	13,582.31	76,117.75	78,432.53	2,314.77
Total Administrative Compensation	483,742.63	2,591,037.66	2,524,708.81	(66,328.85)
Instructional Compensation				
Salaries	2,235,928.67	10,232,825.85	10,139,239.02	(93,586.83)
Benefits	546,593.99	2,503,704.46	2,484,113.55	(19,590.91)
Pension	321,684.45	1,547,576.95	1,437,603.76	(109,973.19)
Taxes	37,704.44	191,307.54	185,843.11	(5,464.44)
Total Instructional Compensation	3,141,911.55	14,475,414.80	14,246,799.44	(228,615.36)
Total Compensation	3,625,654.19	17,066,452.46	16,771,508.25	(294,944.21)

Capistrano California Connections Academy
Schedule Other Expenses
For the Period Ended June 30, 2019

	June-19 Actual	YTD Actual	Revised Budget 12/03/18	Actual vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:				
Assessment				
Student Testing & Assessment Facilities & Services	31,433.04	166,581.31	198,000.00	31,418.69
Student Testing & Assessment Travel	92,159.26	137,262.23	174,256.89	36,994.66
Student Testing Technology	-	23,287.43	26,000.00	2,712.57
Total Assessment	123,592.30	327,130.97	398,256.89	2,712.57
Authorizer Oversight				
District Administrative Fees	100.00	1,200.00	1,200.00	-
District Oversight	31,181.75	341,178.92	351,036.99	9,858.07
STRS Reporting	1,803.50	21,642.00	21,642.00	-
Total Authorizer Oversight	33,085.25	364,020.92	373,878.99	9,858.07
Employee Related				
Staff Recruiting/Background Checks	1,844.72	12,219.63	24,128.00	11,908.37
Staff Training/Prof. Dvlpmnt	118,580.22	391,576.27	327,444.00	(64,132.27)
Team Building	5,888.67	10,468.05	34,248.00	23,779.95
Travel and Conferences - Administration	6,332.56	20,969.56	99,661.54	78,691.98
Travel and Conferences - Teachers	2,409.79	5,825.48	56,499.45	50,673.97
Total Employee Related	135,055.96	441,058.99	541,980.98	100,921.99
Facilities				
Copiers/ Reproduction	2,921.47	15,168.70	19,939.00	4,770.30
Depreciation	180.68	1,806.80	1,626.12	(180.68)
Equipment/Supplies	-	-	66,500.00	66,500.00
Expensed Furniture and Equipment	-	1,646.63	57,438.00	55,791.37
Internet	2,073.33	14,467.11	43,095.00	28,627.89
Maintenance & Repairs	3,511.16	17,594.63	46,915.00	29,320.37
Office Postage	2,937.01	17,928.82	37,286.00	19,357.18
Office Rent	16,540.64	202,105.96	201,923.41	(182.55)
Office Supplies	4,799.75	25,589.22	43,564.00	17,974.78
Prop 39 Clean Energy Planning	-	-	10,000.00	10,000.00
Rent Operating Expense	2,088.89	25,004.31	30,026.00	5,021.69
Rent Storage Unit	-	6,243.60	7,700.00	1,456.40
Telephone	312.65	6,996.81	35,589.00	28,592.19
Utilities	2,121.98	18,305.79	37,197.00	18,891.21
Total Facilities	37,487.56	352,858.38	638,798.53	285,940.15
Governance				
Accreditation	-	1,060.00	1,020.00	(40.00)
Banking Fees	358.55	2,045.80	1,400.00	(645.80)
Board-Related Expenses	-	2,855.53	20,107.00	17,251.47
Dues	3,723.21	49,920.60	58,527.00	8,606.40
Insurance Expenses	-	9,182.39	4,275.97	(4,906.42)
Total Governance	4,081.76	65,064.32	85,329.97	20,265.65
Internet Service Provider				
ISP Payment Reimbursement	65,414.03	191,119.11	222,000.00	30,880.89
Total Internet Service Provider	65,414.03	191,119.11	222,000.00	30,880.89
Instructional				
LiveSpeech	5,440.00	26,880.00	17,680.00	(9,200.00)
Math Time to Talk	25,080.00	25,080.00	45,843.00	20,763.00
Other Curriculum	3,720.29	5,469.64	29,892.00	24,422.36
Science Lab	7,260.32	57,191.20	88,938.00	31,746.80
Science Lab - Other Contracted Services	3,260.19	23,911.32	42,700.00	18,788.68
Summer School	-	60,198.50	60,198.50	-
Title I - SES Tutoring	-	-	10,000.00	10,000.00
Total Instructional	44,760.80	198,730.66	295,251.50	105,720.84
Professional Services				
Accounting Services/Audit	8,896.50	21,471.50	9,500.00	(11,971.50)
AERIES	-	12,843.60	16,500.00	3,656.40
Legal Services	14,009.61	61,978.15	68,764.00	6,785.85
Manager Services	-	-	20,000.00	20,000.00
Other School Contracted Services	136.67	14,072.08	25,267.00	11,194.92
Other School Expense	159.39	2,117.12	4,021.00	1,903.88
Total Professional Services	23,202.17	112,482.45	144,052.00	31,569.55
Student Related				
College and Career Grant	-	-	35,000.00	35,000.00
Graduation Expense	21,732.94	48,374.26	42,700.00	(5,674.26)
Low Performing Student Block Grant Expenses	-	-	89,909.00	89,909.00
Student Activities	33,579.24	87,223.85	84,920.00	(2,303.85)
Total Student Related	55,312.18	135,598.11	252,529.00	116,930.89
Pending Allocation				
Expenses Pending Allocation	(187,937.57)	-	-	-
Total Pending Allocation	(187,937.57)	-	-	-
Total Other Expenses	334,054.44	2,188,063.91	2,952,077.87	764,013.96



California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING
GOVERNING BOARD for:

CalCA North Bay
CalCA Central
CalCA Central Coast
CalCA Monterey Bay
CalCA Ripon

CalCA Southern California/Capistrano Connections Academy (CapoCA)

Tuesday, June 18, 2019 at 3:30 p.m. PT

Held at the following locations and via teleconference:

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
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, 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
44304 Copper Moon Lane, Lancaster, CA 93536

I. Call to Order

Ms. Pavlich called the meeting to order at 3:36 p.m. when all participants were present and able to hear each other. The meeting and school sites were open to the public to attend.

II. Roll Call

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

Board Members Joined During Meeting: Dave Souza and Adam Pulsipher (via phone);

Board Members Absent: Mike Henjum;

Guests Present: Richard Savage, Executive Director; Franci Sassin and Ritchie Romero, School staff (in person at CapoCA Office); Leslie Dombek, CalCAN Site Administrator; Marcus White, CenCA Site Administrator; Kara Mannix, CalCAR Site Administrator; Heather Tamayo, CapoCA Site Administrator; Aiko Yamakawa, Board Counsel; Brian Rosta, Melissa Brown; Jay W. Ragley, Eileen Sigmund, Donna Kozub, and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (all via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by June 14, 2019 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 18, 2019 Annual Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Graduation and End of Year Activities Update

Dr. Savage gave the Board an overview of the recent promotion and high school graduation ceremonies, including the number of students that participated.

[Ms. Sigmund joined the meeting at 3:39 p.m.]

ii. Enrollment and Staffing Update

Dr. Savage provided the Board with an update on the current enrollment numbers for the upcoming school year.

iii. 2019-2020 Regionalization Structure Update

Dr. Savage reviewed with the Board the new regionalization plan for the CalOPS schools to ensure school events, including state testing, run more efficiently.

b. Site Administrator's Reports

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. Mannix, 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. Audit Update

Dr. Sassin provided the Board with an update on the recent positive interim audit visit. She further reviewed the communication from the auditor, as included in the Board meeting materials. Dr. Sassin additionally directed the Board to her written report within the Board meeting materials for updates on charter related activities and additional financial updates.

ii. Consolidated Financial Report

Dr. Sassin reviewed with the Board the consolidated financial report, as included in the Board meeting materials.

iii. 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.

iv. 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.

v. 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. There were no questions from the Board at this time.

vi. 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.

[Ms. Yamakawa joined the meeting at 3:56 p.m.]

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, or tabled. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 31, 2019 Special Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s);
- d. Approval of LiveSpeech Invoice(s);
- e. Ratification of Capistrano Connections Academy/CalCA Southern California Memorandum of Understanding (MOU);
- f. Approval of Consolidated Applications; and
- g. Approval of Board Meeting Schedule for the 2019-2020 School Year; are hereby approved.

The motion passed unanimously.

VII. Action Items

- a. Approval of CalOPS Statement of Agreement (SOA) with Pearson Online & Blended Learning

Mr. Ragley presented the CalOPS Statement of Agreement (SOA) with Pearson Online & Blended Learning to the Board. He reviewed the process to complete the SOA including negotiations with school leadership, Board Counsel, Pearson Online & Blended Learning (POBL) support staff and POBL Counsel. Ms. Yamakawa reviewed the SOA in detail and recommended the Board authorize Dr. Savage to finalize the accompanying insurance. The Board discussed the SOA in detail with all parties present. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalOPS Statement of Agreement (SOA) with Pearson Online & Blended Learning and the appointment of Richard Savage as Board Designee to finalize the insurance, as presented and discussed, are hereby approved.

The motion passed unanimously.

[Ms. Yamakawa left the meeting at 4:19 p.m.]

- b. Approval of CalCA Local Control Accountability Plans (LCAP) for the 2019-2020 School Year

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

RESOLVED, that the CalCA Local Control Accountability Plans (LCAP) for the 2019-2020 school year, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of Local Control Accountability Plans (LCAP) Addendum

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

RESOLVED, that the Local Control Accountability Plans (LCAP) Addendum, as presented, is hereby approved.

The motion passed unanimously.

d. Approval of Multiple Measurers Assessment Reporting Service Contract

Mr. Romero reviewed with the Board the Multiple Measurers Assessment Reporting Service Contract, as included in the Board meeting materials. He further reviewed the benefits of the proposed online reporting system and budgetary considerations. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Multiple Measures Assessment Reporting Service Contract, as presented, is hereby approved.

The motion passed unanimously.

e. Approval of 2019-2020 School Year Budgets and Fee Schedule for CalCA Schools

Dr. Sassin reviewed the proposed 2019-2020 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 Leader, school leadership team, Board Treasurer and POBL staff. She further reviewed the shared expenses for all California Connections Academies and the accompanying fee schedule. Dr. Sassin advised the Board that the 2019-2020 Fee Schedule being presented summarizes the basis for all charges from POBL to the school under the SOA, 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 2019-2020 school year for CalCA Schools, as presented, is hereby approved.

The motion passed unanimously

f. Approval of Supplemental Educational Products and Services for the 2019-2020 School Year: Case Management Contract

Dr. Sassin reviewed with the Board the Case Management Contract, as included in the Board meeting materials, and the benefit the supplemental contract provides for students. The Board discussed the cancellation policy in detail with Dr. Sassin. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Supplemental Educational Products and Services for the 2019-2020 School Year: Case Management Contract, as presented, is hereby approved.

The motion passed unanimously.

g. Approval of Capistrano Connections Academy/CalCA Southern California Lease Renewal

Dr. Sassin reminded the Board of their action for the Capistrano Connections Academy/CalCA Southern California Lease Renewal during the last Board meeting and reviewed the recent progress. She further recommended that the Board consider approving the general terms of the lease renewal and authorize a Board Designee to finalize the lease, which will then be brought back to the Board for ratification at a future Board meeting.

[Ms. Schreiber left the meeting at 5:13 p.m.]

[Mr. Pulsipher joined the meeting at 5:21 p.m.]

The Board discussed the lease, including budgetary considerations and the review by Board Counsel, in detail. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Capistrano Connections Academy/CalCA Southern California Lease Renewal and the appointment of the Board President as Board Designee to Negotiate and Finalize the Lease, as presented and discussed, is hereby approved.

The motion passed unanimously.

[Mr. Souza joined the meeting at 5:24 p.m.]

h. Approval of CalCA Ripon Prop 39 Energy Grant Plan

Dr. Sassin reviewed with the Board the bids for the CalCA Ripon Prop 39 Energy Grant Plan, as included in the Board meeting materials. Dr. Sassin recommended the Board approve the top bid proposals listed in their Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Top Bids for the CalCA Ripon Prop 39 Energy Grant Plan, as presented, are hereby approved.

The motion passed unanimously.

[Mr. White and Ms. Sigmund left the meeting at 5:29 p.m.]

i. Approval of CalCA Capistrano Connections Academy/CalCA Southern California Prop 39 Energy Grant Plan

Dr. Sassin reviewed with the Board the bids for the CalCA Capistrano Connections Academy/CalCA Southern California Prop 39 Energy Grant Plan, as included in the Board meeting materials. She further reviewed additional forthcoming quotes and recommended the Board authorize herself to negotiate and finalize any additional vendors subject to adherence of all conditions. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalCa Capistrano Connections Academy/CalCA Southern California Prop 39 Energy Grant Plan and the appointment of Franci Sassin as Board Designee to negotiate and finalize any additional necessary contracts, as presented and discussed, are hereby approved.

The motion passed unanimously.

j. Approval of CalCA Schools Tulare Special Education Local Plan Area (SELPA) Release

Dr. Sassin reviewed with the Board the CalCA Schools Tulare Special Education Local Plan Area (SELPA) Release letter, as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalCa Schools Tulare Special Education Local Plan Area (SELPA) Release, as presented, is hereby approved.

The motion passed unanimously.

k. Approval of Directors

Ms. Coleman advised the Board that three (3) Board members' terms were up for renewal at this meeting, David Souza, Veronica Schreiver, and Brooke Watkins. Ms. Coleman reviewed Ms. Schreiver's desire to not seek term renewal. Mr. Souza and Ms. Watkins confirmed that they wished to continue on the Board and discussion was held on the renewal of their terms. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the re-appointment of David Souza and Brooke Watkins to the California Online Public Schools Board of Directors, as Class 1 Directors for a term of three (3) years to the 2022 Annual meeting, as discussed, is hereby approved.

The motion passed unanimously

l. 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 Annual Meeting 2020. Nominations were opened for each position.

[Ms. Dombek and Mr. Hedrick left at 5:45 p.m.]

The Board requested future confirmation from the absent proposed Officer that he would be willing to serve in the 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;
Diana Rivas, Board Vice President;
Michael Henjum, Board Treasurer; pending his confirmation, and
Adam Pulsipher, Board Secretary, as discussed, is hereby approved.

The motion was approved unanimously.

VIII. Information Items

a. State & Strategic Client Relations Update

Mr. Ragley provided the Board with an update on recent legislative activities in the state, which may impact the school.

b. Partner School Leadership Team (PSLT) Update

Dr. Rosta presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) Partner School Leadership Team. He introduced Ms. Brown to the Board as their new PSLT representative. Ms. Brown reviewed her experience and background with the Board. The Board thanked Dr. Rosta for his support and welcomed Ms. Brown.

c. Results of the Parent Satisfaction Survey

Dr. Savage noted that the results of the Parent Satisfaction Survey were included in the Board materials and requested the Board advise him if they have any questions on the results.

d. Sponsoring District(s) Update

There was no update at this time.

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

The Board entered into closed session at 6:03 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, Dave Souza, Diana Rivas, Brooke Watkins, and Adam Pulsipher. The Board invited the following guests into closed session: Brian Rosta, Melissa Brown and Laura Coleman, POBL staff. All others left the meeting at this time.

After the Board concluded their discussion, the Board resumed their open session at 6:17 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. No action was taken during closed session.

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

a. Approval of Executive Director Compensation for the 2019-2020 School Year

Ms. Pavlich reviewed the recommended compensation for the 2019-2020 school year as discussed during closed session, as well as the salary and benefit comparisons of similar School Leaders in the surrounding area. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Executive Director compensation for the 2019-2020 school year, in the amount of \$188,257.47, as discussed, is hereby approved.

The motion passed unanimously.

XI. Adjournment and Confirmation of Next Meeting on Tuesday, August 27, 2019 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 6:19 a.m. The next meeting is scheduled for Tuesday, August 27, 2019 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Akers, Aiko E.	Teacher - Secondary	\$52,740.00	0.00	08/14/2019
Armstrong, Briana M.	Teacher - Special Edu	\$55,240.00	0.00	08/14/2019
Biller-Dours, Ashley J.	Teacher - Secondary	\$56,740.00	0.00	08/14/2019
Carter, LaChelle N.	CalCA Dir of Finance	\$104,000.00	0.00	07/15/2019
Conley, Jennifer L.	Teacher - Secondary	\$50,240.00	0.00	08/14/2019
Cook, Theresa L.	Teacher - Secondary	\$56,740.00	0.00	08/14/2019
Espalin, Nicholas J.	Teacher - Secondary	\$51,240.00	0.00	08/14/2019
Fidalgo, Brianne E.	Teacher - Secondary	\$58,740.00	0.00	08/14/2019
Franks, Sarah L.	Teacher - Secondary	\$57,240.00	0.00	08/14/2019
Hardzinski, Tonya M.	Teacher - Secondary	\$52,740.00	0.00	08/14/2019
Harper, Kelly L.	Teacher - Elementary	\$49,240.00	0.00	08/14/2019
Hill, Amanda	Teacher - Secondary	\$54,740.00	0.00	08/14/2019
Hunt, Amy C.	Asst Principal III	\$106,608.50	0.00	07/01/2019
Johnson, Dillon L.	Teacher - Secondary	\$52,740.00	0.00	08/14/2019
Kelly, Carly A.	Teacher - Elementary	\$49,740.00	0.00	08/14/2019
Kinter, Lori M.	Teacher - Secondary	\$47,000.00	0.00	08/01/2019
Putnam, Dana L.	Teacher - Secondary	\$52,740.00	0.00	08/14/2019
Ramstack, Kyle P.	Teacher - Secondary	\$48,240.00	0.00	08/14/2019
Sharp, Amy E.	Teacher - Secondary	\$54,240.00	0.00	08/14/2019
Sima, Robert J.	Teacher - Secondary	\$53,740.00	0.00	08/14/2019
Stiles, Sean T.	Teacher - Secondary	\$55,740.00	0.00	08/14/2019
Werly, Christopher	Teacher - Special	\$51,240.00	0.00	08/14/2019

H.	Edu			
Whitmer, Taylor	Teacher - Secondary	\$57,740.00	0.00	08/14/2019

Departing Employees

Name	Area	Last Day Worked	Reason
Aguirre, Anthony Braul B.	Teacher - Secondary	08/08/2019	Family Reasons
Avedian, Jennifer D.	Teacher - Secondary	06/20/2019	DNU - Career Advancement
Bell, Karen E.	Teacher - Special Edu	07/29/2019	Return to Brick & Mortar
Berry, Danielle L.	Family Relationship Coord	06/20/2019	DNU - Relocated
Casella, Angela S.	Teacher - Elementary	06/20/2019	Mutual Agreement
Emilcar, Charon	Teacher - Secondary	06/20/2019	DNU - Relocated
Entezari, Sarah A.	Teacher - Secondary	06/20/2019	DNU - Career Advancement
Fagundes, Rebecca V.	Teacher - Secondary	06/20/2019	DNU - Career Advancement
Finkelstein, Alyssa M.	Teacher - Secondary	06/20/2019	DNU - Relocated
Flint, Sarah M.	Teacher - Secondary	08/07/2019	Personal Reasons
Henry, Mary J.	Teacher - Secondary	06/20/2019	DNU - Career Advancement
Hollenbeck Scott, Kathleen A.	Teacher - Secondary	06/20/2019	DNU -Fam Reason Parenting
Idiart, Damian M.	Teacher - Secondary	06/20/2019	Career Change
Mages, Daniel S.	Family Relationship Coord	07/19/2019	Personal Reasons
Megowan, Wendy K.	Teacher - Secondary	06/20/2019	DNU - Relocated
Miles, Vanessa A.	Teacher - Elementary	06/20/2019	Mutual Agreement
Murray, Grant A.	Teacher - Secondary	06/20/2019	DNU -Fam Reason Parenting
Perez, Crystal K.	School Counselor	08/12/2019	Commute/Relocation
Rexelle, Kelly M.	Teacher - Secondary	06/20/2019	DNU - Career Advancement
Santiago, Jesse	Teacher - Special Edu	08/09/2019	No Reason Given
Todd, Lisa M.	Teacher - Secondary	07/28/2019	Transferred out
Van Duyn, Tanya R.	Teacher - Secondary	06/20/2019	DNU -Fam Reason Parenting
Van Dyke, Debra L.	Teacher - Special Edu	06/20/2019	Compensation

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
------	-------------------	--------------	--------------	-------	----------------

Batin, Ana Lee V.	School Admin Asst II	School Admin Asst III	\$20.04	0.00	07/01/2019
Dombek, Leslie M.	Site Administrator II	Asst Principal III	\$104,324.12	0.00	07/01/2019
Gott, Alison M.	Teacher - Special Edu	Asst Dir of Student Svcs	\$81,000.00	0.00	06/24/2019
Medina, Byanka A.	Temporary Employee	School Exec Assistant	\$22.22	0.00	07/24/2019
Mojica, Sandy	School Admin Asst II	School Admin Asst III	\$20.04	0.00	07/01/2019
Nims, Nicole B.	School Admin Asst I	School Admin Asst II	\$18.30	0.00	07/01/2019
Reyes, Sarah P.	School Admin Asst I	School Admin Asst II	\$18.30	0.00	07/01/2019

Aiko Elizabeth Akers

Education and Certification

- CA Single Subject Teaching Credential, English, exp. August 2021
- CA Education Specialist Instruction Credential, Mild/Moderate, exp. August 2021

Masters in Teaching

University of Washington, Seattle, WA
June 2011

Areas of emphasis: English Language Arts, Special Education

Bachelor of Arts with Distinction in English

University of Washington, Seattle, WA
June 2005

Honors: Phi Beta Kappa Society

Teaching Experience

Teacher

August 2016-June 2019

Golden Ridge Court School, El Dorado County Office of Education, Placerville CA

- Built relationships with incarcerated youth to provide trauma-informed, responsive, holistic direct instruction in English and individualized instruction in all subject areas.
- Implemented Character Based Literacy (CBL) English curriculum to increase whole-class instruction time, moving away from an entirely independent study model. Used CBL to improve student engagement and writing instruction, teach student and group work skills, and increase credit recovery in English.
- Collaborated with coworkers to increase student engagement and decrease disruptive behavior by implementing more whole-class instruction; increased use of technology; enrichment activities exploring arts, mindfulness, and social skills; career and technical education activities such as guest speakers from a variety of backgrounds; and hands-on nutrition and cooking instruction.
- Applied knowledge of high school graduation requirements to develop individualized learning plans for students. Maintained records of student work and collaborated with school staff to award credits.
- Collaborated with probation, mental health providers, and other care providers to develop plans to address specific student social, emotional, and academic needs.
- Maintained accurate and timely Special Education files, facilitated IEP meetings, and coordinated IEP services with outside providers.
- Nominated for JCCASAC (Juvenile Court, Community and Alternative School Administrators of California) Teacher of the Year, 2018.

English Teacher

August 2013-June 2016

Orion Academy, WASC Accredited Non-public School, Moraga CA

- Developed, adapted and taught rigorous, standards-based curriculum for Literature I (9th grade), Literature III (11th grade), Journalism, and Personal Projects (independent research project) to academically capable students with Autism Spectrum Disorder and related neurocognitive disorders.
- Embedded instruction in executive functioning, metacognition, and social skills into challenging grade-level academic work.
- As a homeroom teacher, built strong relationships, communicated about academic and social progress, and addressed individualized educational needs with students and families.
- Collaborated with clinical staff and other teachers to design and implement interventions to support student social and academic growth.
- Served as yearbook adviser and cross-country/track coach.

Special Education Teacher, Emotional & Behavioral Disabilities

August 2010-June 2013

Kentridge High School, Kent School District, Kent, WA

- Used a variety of strategies and assessment methods to teach process-based reading, writing, math, problem solving, and social skills to students.
- Wrote compliant, data-based IEPs. Aligned student present levels of achievement with annual goals and focused on transition plans for secondary students.
- Successfully built relationships with students of varying abilities, backgrounds, learning styles, and dispositions to create a safe, supportive classroom environment where students' individuality and learning were clearly valued.

Student Teacher and Special Education Intern

August 2009-June 2010

Aki Kurose Middle School, Seattle School District, Seattle, WA

- Solo and co-taught in a diverse Title I middle school using Columbia Teacher's College Readers and Writers Workshop curriculum model to increase achievement in reading and writing.
- Designed and differentiated lessons that allowed students with IEPs access to curriculum in a general education inclusion setting for 6th, 7th, and 8th grade students.

Selected Additional Work Experience

Program Coordinator

May 2007-March 2009

Dean of Public Health, University of Washington, Seattle, WA

- Assisted Curriculum Committee Chair in ensuring the learning objectives for all School of Public Health courses were demonstrable, in order to reflect best practices and comply with accreditation requirements.
- Maintained a complex database tracking data related to faculty appointments and promotions.

Briana M. Armstrong

Summary

10 years of experience working with diverse, urban student populations.

Values collaboration and creating community.

Experience with challenging behaviors, de-escalation strategies, and proactive/culturally relevant classroom management.

Skilled at differentiating curriculum and engaging at-risk- students.

Credentials

Clear Teaching Specialist Credential: Mild/ Moderate Disabilities

Clear Multiple Subject Teaching Credential

Single Subject Clear Credential: Physical Education

Education

Long Beach State University
Graduate Courses in Educational Technology

San Francisco State University
Bachelor of Arts – Art Education
Minor: Special Education

Professional
Development
Restorative Practices/
Community Circles

Crisis Prevention Intervention

LBUSD Technology Ambassador

Growth Mindset

Technology in the Classroom

Google Classroom
Kahoot
Edpuzzle
MobyMax
Khan Academy
BrainPOP

Whole Brain Teaching
Strategies

Thinking Maps

TPR

Professional Experience

Special Education Teacher, Math 08/16-Current
Hamilton Middle School, Long Beach, CA

Planned and implemented lessons aligned with Common Core and IEP goals · Used technology in the classroom to differentiate and supplement instruction · Wrote grants to receive supplementary resources · Used ongoing formative assessments to create data-driven lesson plans · Implemented proactive behavior management systems, a token economy and classroom incentives based off of academic growth · Actively sought out professional development opportunities to better my practice. · Department Head · Observations and coaching · CPI Certified · positive supportive relationship with families.

Ashley Biller

Education

Certificate in Accounting June 2008
University of Los Angeles, UCLA Extension

Master of Arts in Teaching August 2000
Willamette University, Salem OR

Bachelor of Science in Mathematics, magna cum laude June 1999
Western Oregon University, Monmouth OR

Credentials and Training

2017-2018
UCLA Curtis Center Training for curriculum development and implementation to streamline 6th through 12th grade courses.

2017-2018
Textbook Pilot and Adoption Training for Big Ideas and Glencoe

2005-current
CLAD Certificate (Cross-Cultural and Language Acquisition Development)
Earned through University of San Diego Extension

2005-current
California Professional Clear Single Subject Teaching Credential Math
NCLB Highly Qualified Teacher

August 2004
Applied Educational Systems – Tech Center 21
Training in Litiz, PA included methods of integrating technology in a math and science curriculum and classroom management tools for a hands-on teaching environment. Using this training I set up and taught a series of technology and engineering courses for 6th-8th graders.

2001
COMPetent Classroom, Classroom Organization and Management Program

2000-2002
BTSA Participation and Completion

2000
California Preliminary Single Subject Mathematics Credential

2000
Oregon Initial Teacher License, Endorsements: Secondary Health and Advanced Mathematics

Professional Teaching Experience

2018-2019
Secondary Teacher Mathematics Grade 8
Inglewood Middle School, Sammamish WA
Math courses taught include Geometry and Math 8/Pre-Algebra.
Geometry lead teacher and curriculum development for new textbook.

2012-2014, 2016-2018
Secondary Teacher Mathematics Grades 9-12
Westlake High School, Westlake Village, CA
Math courses taught included Algebra 1A and Geometry. Geometry Lead Teacher and Math Club Advisor. Implemented the ALEKS computer program to encourage and assist struggling students.

2004-2006
Secondary Teacher Mathematics and Technology Lab Grades 6-8
Alice C. Stelle Middle School, Calabasas, CA
Math courses taught included lab/study skills, general, intermediate, highs and algebra. Other courses taught included Technology Discovery and Technology Lab Elective which included instruction in applied mathematics, engineering and physics.

2000-2004
Secondary Teacher Mathematics, Summer School Grades 9-12
Calabasas High School, Calabasas, CA
Courses taught included Accelerated Algebra and Geometry.

2000-2004
Secondary Teacher Mathematics Grades 6-8
Arthur E. Wright Middle School, Calabasas, CA
Math courses taught included general, intermediate, high with a strong focus on hands-on learning experiences for all levels of students.

LACHELLE CARTER

EDUCATION RESEARCH AND ANALYTICS SPECIALIST

Provide Meaningful Business Intelligence with Exceptional Research, Data Interpretation & Reporting

Skilled in examining qualitative and quantitative data for accuracy, consistency, and verities in order to certify compliance and financial properties. Expert in identifying root causes of issues using data analytics and translating complex processes into clear, understandable, and actionable steps. Enthusiastic leader, highlighted for ability to manage multiple projects and people efficiently and effectively.

Expertise in:

Data Reconciliation | Advanced Excel: VLOOKUP's, Pivot Tables, Macros | Research & Compliance | Business & Financial Reporting | Education & Calpads Specialist | Manage Audit Control Systems

PROFESSIONAL EXPERIENCE

A3 EDUCATION, Ontario, CA

Senior Data & Reporting Analyst 2018 - 2019

Assist a fast growing start-up in creating processes and policies that support the data needs and operational mandates required for compliance and reporting purposes. Lead a staff of 5-7 data clerks involved in the day-to-day operations related to Calpads and other reporting systems while managing data points that control financial reporting for over 60,000 students.

- Reconcile student data in the internal student information system (PowerSchool) to data in the external data system (Calpads) for 18 schools in California to ensure accuracy and data integrity.
- Manage the reporting requirements for 21 schools across 4 states as it relates to immunization, enrollment documentation, count day, ADA and attendance verification.
- Conduct internal audit for student records, special programs and partner programs to insure quality, legitimacy and financial accountability.
- Point of contact for all Calpads related issues such as dual enrollments, duplicates, data inaccuracies and changes for 18 schools.
- Transitioned 19 schools from manual data entry processing to upload processing, reducing the need for multiple spreadsheets and human error.
- Provide management level assistant to ensure the processing of data is handled in an effective and timely manner so that all aspects of the business can function without delay.
- Created a per school reporting and process/policy mapping guide to increase corporate transparency and efficiency.

CONNECTIONS EDUCATION (Previously Connections Academy), Baltimore, MD

Senior Manager, Compliance & Data Analyst, Business Services 2008 - 2018

Managed Education Compliance Monitoring Program analyzing student demographic and enrollment data to support reporting needs of Finance, State Relations, Legal, and Marketing Departments. Oversaw external audit process for multiple schools located in 12 different states, securing and defending funding amounts of \$60M+ in all. Expert Microsoft Excel and CRMs.

- Analyzed demographic and enrollment data for 70K+ full-time students (with average increase of 6 - 12% annually) for accuracy and integrity over multiple dashboards overall, decreasing audit findings, reporting errors, and financial discrepancies.
- Resolved ~\$5M annually in inaccurate reporting relating to compliance risk factors, enabling schools to increase budgets and improve services and resources available to students and families: i.e., laptops, tutoring programs, and academically supported field trips at no cost.
- Uncovered 20+ areas of unmonitored data components, saving company \$1M+ in potential funding losses.
- Partnered with multiple state, district, and Board of Education entities to help create framework to audit data surrounding funding online education programs, creating uniform audit processes with ubiquity across various offices and divisions from year to year.

EDUCATION STATION, Baltimore, MD

Data Analyst, Research & Reporting 2007 - 2008

Analyzed and reported student demographic data, attendance, test results, overall academic gains and losses, and student / parent / teacher satisfaction surveys for 30+ programs nationwide, ensuring compliance with Department of Education and School Districts.

- Designed and created student plans for all 2K+ new and returning students based on placement test results and teacher recommendations, ensuring students' programs were properly aligned with needs and enabling key stakeholders to track progress and expectations.
- Developed academic and program status reports that aided regional managers in their sales approach, leading to 20% increase in sales growth.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE, Adelphi, MD

Assistant Director, Student Affairs 2003 - 2007

Oversaw Graduation Services team of 15 and day-to-day operations. Partnered with Institutional Advancement, President's Office, Registrar, Procurement, and Academic Advisors to confirm academic compliance and course completion, manage budgetary matters and vendor relations, and report and validate statistical data. Managed \$300K departmental budget.

- Spearheaded graduation validation process for all potential graduates into PeopleSoft, decreasing work hours required for manual audits, increasing reporting efficiencies, and condensed graduation approval process.
- Analyzed and charted graduation related data: number of attendees, demographic data, and graduates by degree and program for President's Office and Commencement Committee, providing accurate numbers for purpose of planning, historical growth measurements, and success rates for accreditation and state reporting requirements.

Jennifer Conley

WORK EXPERIENCE

San Marcos Middle School, San Marcos CA- Physical Education Teacher

August 2016- Present

Teach 7th, and 8th Grade Physical Education, approximately 240 students per day.

Primary duties include creating and implementing daily lesson plans in line with CA content standards, maintaining a positive and safe learning environment, managing the classroom, and differentiating instruction so that all types of learners have the opportunity to be successful. Desert Ridge Academy, Indio CA — Physical Education Teacher

January 2015 - June 2016

Teach 6th, 7th, and 8th Grade Physical Education, approximately 265 students per day.

Primary duties include creating and implementing daily lesson plans in line with CA content standards, maintaining a positive and safe learning environment, managing the classroom, and differentiating instruction so that all types of learners have the opportunity to be successful.

Club Advisor for Fitness Club

Completed my student teaching at Desert Ridge Academy

SeaWorld San Diego, San Diego CA — Assistant Supervisor, Resident Camp Counselor

June 2010- August 2014 (Summers)

Assistant supervisor (1 summer)- Leadership position within the Education Department of SeaWorld San Diego.

Primary duties included training the new staff, overseeing the day to day operations of camp, building camp curriculum, as well as communicating with other departments to to set up educational experiences for the campers.

Resident Camp Counselor (3 Summers)

Live in position where primary duties included creating and carrying out activities, games and lessons as outlined in camp curriculum, as well as caring for all camper needs while at camp.

Wellington Regional Aquatic Center, Wellington, New Zealand — Aquatic Education Instructor

December 2011-May 2012

Taught aquatic based education classes including learn to swim programs, private swim lessons, water safety and water polo classes. General administrative and clerical duties as needed.

Bighorn Golf Club, Palm Desert CA- Spa and Health Center Receptionist

October 2010- May 2011

Greeting members and their guests as well as booking appointments, answering phones, and selling spa and fitness services and merchandise.

General administrative and clerical needs including but not limited to preparing letters and documents, receiving and sorting mail and deliveries, maintaining appointment books both manually and electronically and maintaining upkeep of the reception area.

EDUCATION

CSU San Bernardino, Palm Desert Campus — Single Subject Teaching Credential- Physical Education

September 2013- June 2014

California Baptist University, Riverside CA — Bachelor of Science- Kinesiology

Graduated May 2010

Graduated Cum Laude

Dean's List 08-10

Member of the Intercollegiate Water Polo Team-- co-captain in 2010

Coaching and Volunteer Experience

La Quinta High School — Assistant Varsity Softball Coach

2014-2016

Assist the head coach in all aspects of managing the team. Specialized in the strength and conditioning of all three levels of the program.

College of the Desert — Assistant Women's Tennis Coach

2014

Assist the head coach in managing and directing the team including assistance with training, competing, recruiting transportation and scheduling.

Specialized in the strength and conditioning of athletes.

Certifications

California Teaching Credential- Single Subject

California Basic Educational Skills Test (CBEST)

California Subject Examination for Teacher (CSET) in Physical Education

BTSA Completion 2016

AWARDS

Champion of Character- National Association of Intercollegiate Athletics (NAIA) 2010

Female Athlete of the Year- Riverside Community College 2008

Brisbane Barracudas (Australia) — Assistant Youth Water Polo Coach

Fall 2013

While a member of the programs masters club I volunteered coaching the younger club members twice a week. The main focus of these practices was fundamental skills, individual improvement, and improved fitness of the young athletes.

References

Theresa B. Cook

Career Objective Working with technology in a professional or educational environment that allows for learning and growth.

Education Graduated from University of West Georgia 2004

Certified Distance Education Certificate for instructors administrators, managers, and trainers preparing for leadership roles in distance education. Studies focused cutting-edge distance education techniques and proven methodologies. Including history and foundations of distance education, technologies involved, design, planning and implementation of distance learning courses, and understanding special needs of faculty and students, administrative and management concerns of distance learning.

Graduated from College of Marin 1986

Associates of Science Degree in Data Processing and Operating Systems. Studies focused on computer technology skills. Building computer-based operating systems, applying programming and operating skills to educational learning.

Real Estate Certificate from College of Marin 1990

Received by the department of Business & Technology a Real Estate Certificate. Studies included, property laws, title laws, taxes, and transferring of titles. Studies involved serving as an intern of six months for Frank Howard Allen working as active assistant agent.

Graduated from Redwood High School 1974

Studies included photography, lithography, and painting. Secondary interests included physical education, gymnastics, and tennis.

Work Experience

Technology Support Technician II NUSD District 2014- Present

Site Administrator of all MDM devices. Responsibilities include Install, configure, maintain all equipment i.e. iPad's, Chromebooks, PC's and Mac's and Laptops.

Assist Administrators, Staff, teachers and students regarding the implementation of technology tools and applications. Provide support to staff for the purpose of promoting computer literacy. Update various hardware and software/applications including Educational Apps and accounts for students and teachers.

Skills include: Administrator of all MDM Devices on OSX devices Windows 10 Devices. Administrate User Preferences, User Profiles, and User Restrictions to all users at all levels. Including Operating systems, Oversee Application installs and updates across Multi-Platforms.

Application Skills Include

Fluent with Filewave - Multi-Platform Management system for Devices. Deploy and manage upgrades and apps to all devices.

TipWeb- Experience using the inventory system to manage, assign, remove and update inventory.

Site Google Administrator -Fluent with the use of Google Admin. Assign Devices, manage users, create and manage all user data and reports.

Associations- NUSD District IT Team , NUSD Web IT Team, Lynwood Tech Advisory Committee, Tech II Requirements within the School District. Member of the CETPA & CTA .

Mary E Silveira School 2005- 2012

Technology Specialist

Computers Cool 1986 -2005

Sole proprietor of Computers Cool, a computer consulting business, based in Novato, which develops Distance Educational programs and curricula for private parties and schools throughout the area

Marin Primary & Middle School 1980 -2003

Served as Computer Department Director. Founder of the current campus wide computer program. Director of overall computer operations. Daily duties included, overall maintenance, troubleshooting, professional development, planning and implementation of lessons for all grades. Developed campus-wide computer service, web server, mail server. Designed curricula and taught computer classes for grades K-8th. Responsible for budgets, analysis and progression of the entire technology program. Co-director of the Library Media Center. Assisted in the planning, design and implementation of the project. As a result the school now has a state-of-the-art technology and library facility. This houses a new wireless technology allowing students and staff to connect to servers and the Internet anywhere on campus.

Pleasant Valley School 1997-1999

Assisted and consulted in the development of a new Macintosh Computer lab. Duties included being a part of the Novato Unified School Districts technology consultant team. Other duties included teaching professional development classes to the teachers and staff. Also taught computer classes to grades K-5th.

Sara Project Day School 1977-1980

Served as a teacher and afternoon program director. Assisted teaching Kindergarten through Second Grades. Assumed full responsibilities for development of the afternoon program. Programs were designed according to educational needs. One program introduced students to computer

Nicholas Espalin

EMPLOYMENT HISTORY

Chemistry Teacher- Redlands Unified School District

December 2018-Present

- Integrates real life lessons to engage students and make meaningful connections to the content
- Creates a positive learning environment and builds positive relationships with students faculty and staff
- Part of NGSS piloting team that worked to incorporate new NGSS curriculum
- Assesses student understanding and learning by providing varying assessment strategies and delivers data driven instruction
- Maintains effective classroom management strategies

Science Teacher - Beaumont Unified School District

Temporary Contract January 2017-December 2018

- Created effective lessons and engaging strategies
- Took over class in a transitional year and effectively managed and supervised classroom while providing consistency and support for all students

Laboratory Manager- California Baptist University

January 2014-January2017

- Maintained stock levels of laboratory supplies and handled all equipment calibration and repairs for 120 labs
- Supervised over 50 student lab workers
- Managed department lab budget by coordinating with vendors, donors, and faculty
- Trained all faculty, staff, and students on lab safety processes and procedures

Water Quality Chemist- California University San Bernardino

January 2011- January 2014

- Performed water quality testing using several different analytical instruments
- Conducted field sampling
- Met all deadlines for clients and provided accurate documentation according to EPA methods
- Specialized in ion chromatography testing and instrument method development

EDUCATION HISTORY

Western Governors University

Teaching Credential Program- Completed 11/2018

Single Subject Teaching Credential- Science (chemistry)

Selected for analytical research senior year which promoted into water quality testing after graduation.

C.S.U.S.B.

Bachelor's degree Chemistry (biochemistry concentration)

Obtained January 2011

BRIANNE FIDALGO

OBJECTIVE

To obtain a science teaching position.

EXPERIENCE

WASHINGTON ACADEMIC MIDDLE SCHOOL, SANGER, CA.

CLASSROOM TEACHER | AUGUST 2014-PRESENT

- ☐ Middle School Science Teacher
- ☐ Science Fair Coach
- ☐ PLC (Professional Learning Communities) leader of 8th grade science
- ☐ Fresno County Office of Education PLC Participant
- ☐ Curriculum Council Participant
- ☐ School Site Council
- ☐ STEAM Leadership Club Advisor
- ☐ Girl Talk Club Advisor
- ☐ Create and implement lesson plans to meet Next Generation Science Standards (NGSS)
- ☐ Presented at the California League of Middle Schools conference as a School to Watch

WOODLAKE VALLEY MIDDLE SCHOOL, WOODLAKE, CA.

CLASSROOM TEACHER | AUGUST 2011-JUNE 2014

- ☐ 8th grade Science Teacher
- ☐ Science Olympiad Coach

EDUCATION AND CREDENTIALS

California State University, Fresno

December 2014 Preliminary Administrative Credential

December 2014 Master of Arts in Educational Leadership and Administration

May 2011 Science Single Subject Teaching Credential, EL Emphasis,
NCLB Compliant

May 2010 Bachelor of Science, Health Science, Public Health Option

PROFESSIONAL DEVELOPMENT AND EXPERIENCE

- ☐ Proficient user of PowerSchool, Gradebook and Illuminate
- ☐ Gizmos Training
- ☐ California Science Test (CAST) Academy
- ☐ Next Generation Science Standards (NGSS) State Rollout
- ☐ Jeff Zwiers: Academic Discourse
- ☐ STEAM Mentorship Professional Development
- ☐ Sarah Schuhl: 10 High Leverage Team Actions
- ☐ WestEd: SimScientist Training and Pilot classroom
- ☐ (MOOC) Learning as Evidence: Improving EL's Argumentative Skills Through Formative Assessment

Practices

- ☐ Parent Technology Workshop
- ☐ Analyzing data and generating reports to make instructional decisions
- ☐ Proficient with Microsoft Word and Excel

Sarah L. Franks

CAREER OBJECTIVE Homeschool Teacher

CREDENTIALS

December 2009 Multiple Subject Teaching Credential EL Emphasis
July 2010 Foundational Level General Science (FLGS) Credential

EDUCATION California State University, Fresno

Aug. 2008-Dec. 2009 Multiple Subject Credential Program
Aug. 2002-May 2007 Bachelor of Science, Nursing

EXAMS PASSED CBEST, CSET, RICA

TEACHING EXPERIENCE

Aug. 2018- Present 7th Grade Science Teacher, Washington
Intermediate School, Dinuba Unified School District
Aug. 2016- May 20 8th Grade English Teacher, Washington
Intermediate School, Dinuba Unified School District
Aug. 2010- May 2016 5th Grade Teacher, Roosevelt Elementary School,
Dinuba Unified School District

STUDENT TEACHING EXPERIENCE

Aug. 2009-Dec. 2009 Final Student Teaching, Gettysburg Elementary School, Clovis Unified School District, 3rd Grade, Jacque Sales
Jan. 2009-May 2009 Intermediate Student Teaching, Liberty Elementary School, Clovis Unified School District, K, Tiffany Chance
Aug. 2008-Dec. 2008 Initial Student Teaching, Kratt Elementary School, Fresno Unified School District, 5th Grade, Mr. McIntyre

OTHER WORK EXPERIENCE

March 2010-June 2010 Substitute Teacher, Sierra Unified School District
March 2010-June 2010 Substitute Teacher, Kingsburg Unified School District

SPECIAL SKILLS Computer Skills: Word, Power Point, Excel, Google Classroom, ActivInspire, Achieve 3000, Parentlink on Blackboard

PROFESSIONAL DEVELOPMENT

Math Envision Training, California Treasures Training, TCOE Common Core Training, Transforming Teaching and Learning in a Collaborative and Creative Environment

HONORS President's List 1 Semester, Deans List 4 Semesters, Graduated Cum Laude

REFERENCES Upon Request

TONYA HARDZINSKI

CERTIFICATIONS

CA Single Subject Social Studies
190087979

SD 5th - 8th Grade Social Science Middle Level Learner Secondary Advanced History
79584

EDUCATION

MASTER OF SCIENCE
SECONDARY EDUCATION
Black Hills State University
College of Education | 05/16

MASTER OF ARTS
HISTORY
Old Dominion University
College of Liberal Arts | 05/13

BACHELOR OF ART
POLITICAL SCIENCE
Chatham College
College of Liberal Arts | 12/05

SKILLS

ELL teaching experience
Passionate educator/historian
Data-driven instruction/design
Analytical/reflective educator
Web-quests/discussion boards
Learn new curriculum quickly
Microsoft Office
Blackboard
Renweb

PHILOSOPHY OF EDUCATION

I believe the teacher is an educational facilitator that presents opportunities to learn that meet the individual needs of all students. I believe that creating a culturally responsive classroom environment is vital to creating a safe, nurturing, and trusting atmosphere where learning can occur.

PROFESSIONAL EXPERIENCE

History Student Teacher 01/16-05/16

West Sound Academy

- Created a backwards design unit on the Progressive Era that resulted in the average proficiency level of 93% and an average learning gain of 75%
- Differentiated instruction based on Howard Gardner's Theory of Multiple Intelligence for a mixed grade level class of all ELL students using a combination of antidotal observations, student surveys, and grade analysis
- Designed and used a Web-Quest online on "Immigration, Chinese Workers, and the Transcontinental Railroad"
- Facilitated online debate and discussion forum for students to explore topics related to Backward Design Unit
- Increased Chinese student's ability to read and write in English through small group and one-on-one writing and editing lessons
- Designed hands-on lesson where students simulated an assembly line for building a car during the unit on the Progressive Era
- Utilized RenWeb program to input grades, lesson plan, post assignments, and communicate with students and parents

English Student Teacher 01/16-05/16

West Sound Academy

- Developed interdisciplinary lessons about the Sudan Civil War with art during a unit on The Long Walk to Water
- Facilitated small and whole group discussions and analysis of cultural, social, and political topics about the Sudan Refugee Crisis after viewing and analyzing The Good Lie
- Assisted 7th grade students in researching, writing, and public speaking for their Extended Research Project
- Created engaging lesson on propaganda and Aristotle's concept of ethos, pathos, and logos
- Utilized graphic organizers and technology like Animoto and iMovie during an interdisciplinary lesson where students created persuasive Public Service Announcements

Kelly Louise Harper

Education

University of California, Los Angeles
Bachelor of Arts in English - June 2011
California State University, Fresno
Multiple Subjects Teaching Credential - August 2017

Experience

Teacher - First Grade and Second Grade July 2017- December 2018 Washington Elementary School, WESD Phoenix, AZ
Curated positive relationships with and between students, families, and colleagues using conflict resolution and cross cultural learning strategies
Member of Positive Behavior Interventions & Supports committee to analyze data to develop and implement new school-wide behavior management system
Implemented district initiatives into class to see consistent student growth in reading and math
Completed approximately 40 hours of professional development

College Director/High School Coordinato December 2014-September 2015 Community Presbyterian Church Danville, CA
Coached 300 high school students in fundraising for short term service trip to build homes in Mexico
Equipped and continually coached over 80 volunteers to work with high school and college aged students
Planned and executed service trips and retreats for over 300 students, staff, and volunteers
Oversaw student growth through curriculum development, teaching, and strategic planning; as well as individual and group mentorship relationships

Regional Marketing Manager October 2013-December 2014

Blueprint LSAT Preparation Los Angeles, CA

- Generate and execute long and short term strategies for market growth
- Manage 10 diverse cities nationwide to cultivate relationships with key contacts to increase brand recognition & sales
- Develop, communicate and implement company-wide strategy, initiatives, and programs
- Oversee customers throughout time with company to enhance experience
- Train new employees in basic sales techniques, including cold calls

Campus Staff June 2011-August 2013

Campus Crusade for Christ (UCLA) Los Angeles, CA

- Developed \$95,000 to fund project using both established and self-created marketing plan
- Programmed and planned various events for 10-1000 people, including conferences, a 6 week trip to Asia, communication training for student leaders, etc.
- Mentored students to develop personal and professional growth – coached them in communication, conflict resolution, and executing organization-wide events and goals

Special Skills - Strong communicator, creative problem-solver, student advocate, equally able to collaborate and work independently

Amanda Hill

EXPERIENCE

Lake Elsinore Unified School District, Keith McCarthy Academy - Social Science Teacher

Aug 2018 - Present

Worked in a Hybrid technological and class based classroom environment. Used The school district learning management system PLATO and integrated classroom based lessons into the curriculum. Established excellent rapport with at-risk students and applied common core and 21st century skills into Economics, World History, APP Design, World Religions, and Game Design elective courses.

Alta Vista South Public Charter School, Murrieta — Regional Instructional Specialist

Nov 2016 - Aug 2018

Help to collaborate and create onboarding new teacher training program, created workshops and professional developments for staff on educational technology, effective teaching methods and strategies, and creating a culture of achievement.

Diego Hills Public Charter School, Murrieta — Lead Teacher / Social Science Teacher

June 2014 - Nov 2016

Created lesson plans utilizing a high degree of educational technology, played integral role in creating a small school that has been growing exponentially, trained all new staff members, taught and inspired students with passion and with enthusiasm.

Murrieta Valley School District, Murrieta — Teacher

Nov 2012 - June 2014

Taught social science classes with passion and enthusiasm, integrated educational technology into the classroom, utilizes SDAIE approach, experimented with flipped classroom, and worked with a great diversity of learners, held my classroom to high standards and high expectations of each students.

Washington Mutual, Murrieta - Personal Banker

Nov 2005 - Jan 2009 Scored within the top 2% of sales nationwide for Washington Mutual and won the frontline sales award. Sales top performer of the year, won the customer service star award of excellence.

Business Owner, Wildomar

Feb 2002 - Nov 2005 Co-ran business for a VAPA school in Riverside County. Held classes in art, piano, guitar, drums, singing, and swimming.

Highly successful business that grew exponentially.

US Navy, USS Carl Vinson & USS Mt Hood

Jan 1998 - Feb 2002 Navy veteran, honorably served my country with integrity and grit.

SKILLS

Educational Technology expert

Creating workshops and Professional developments for training and collaborating with staff

Creating collaborative lesson plans with a high degree of common core standards embedded

Very knowledgeable about history and all social science fields in education

Highly enthusiastic and motivated

EDUCATION

Azusa Pacific University, Murrieta — Masters in Education : Digital Teaching and Learning

2012 - 2014: Combined M.A.Ed program with teaching credential for Social Science

California State University, San Bernardino — Bachelors of Arts in Social Science

2010 - 2012: Combination of history, economics, psychology and sociology in one degree.

Mt. San Jacinto College, Menifee - Associates Degree in Liberal Studies 2008-2012

Amy Hunt

Teaching Experience

November 2011-May 2012

Salida Union School District

Part-time Supplemental Teacher in the Learning Center/Resource

November 2010-2011

Ripon Unified School District/Manteca Union School District

Substitute Teacher K-12

Miss Amy's PreK Connection

April 2009-July 2011

Teacher

Taught a Kindergarten Readiness Class in my home to 4 and 5 year olds using the PreK Scholars curriculum.

Sylvan Learning Center, Modesto, CA

January 2010-June 2010

Center Director/Director of Education

Tutored students of all ages, managed teachers, administration, and conference with parents, teachers and principals; performed outside sales calls and all aspects of the budget.

Fun with Friends Preschool, El Dorado Hills, CA

August 2007-May 2008

Teacher

Buckeye Union Elementary School District, Shingle Springs, CA

July 2003-May 2007

Oak Meadow Elementary, Silva Valley Elementary, Blue Oak Elementary

Extended Learning Coordinator

Hired teachers, purchased curriculum and worked closely with administrators, classroom teachers and after school teachers, conducted behavior management and SIPPS training, held a Parent Information Night, and maintained positive communication with parents.

July 2001-May 2002

Silva Valley Elementary School

Second Grade Teacher

Dry Creek Unified School District, Antelope, CA

Olive Grove Elementary School

August 1999-June 2001

First Grade Teacher

July 1998-June 1999

Kindergarten Teacher

Education

California Professional Clear

Bachelor of Arts: Recreation Administration

Multiple Subject Credential

Minor: Human Resources Management

CLAD Certification

California State University, Chico

National University, Sacramento, January 1998

May 1994

Related Experience and Activities

- Grade Level Leader – Attend monthly leadership meetings with principal, perform as liaison to team members and lead grade level meetings twice monthly.
- Writing CADRE – Trained in 6+1 Writing Traits and facilitated training other first grade teachers.
- Camerado Middle School Summer School Teacher – co-taught two-week computer class.
- 6+1 Writing Traits In-service Trainer – Trained Buckeye Union District teachers K-5.
- Family Math and Reading Night – Coordinated school-wide program and taught standards-focused lessons.
- Social Studies Standards Committee – Worked with other district teachers to align social studies standards in the Language Arts curriculum.

Dillon Johnson

PROFESSIONAL PROFILE

I am a dedicated education graduate seeking to apply my natural talent working with and understanding people to develop a meaningful difference in students lives. I'm confident in my advanced technological skills, capability to build relationships and ability to develop creative and engaging lessons that cater to my students' unique needs.

CONTACT

(530) 774-7935

2763 Oak Way

Chico, CA 95973

dillon.lee.johnson@gmail.com

SKILLS & TRAITS

Student-centered
Flexible
Collaborative
Reflective
Socially Aware
Genuine

INTERESTS

Backpacking
Coaching
Wildlife Conservation
Pets
Softball

EDUCATION

CSU, Chico 2019
Master of Arts in Education
Single Subject Credential (Life Science/Biology)
Residency in Secondary Education (RiSE)
Published article on Rural Schools Collaborative

CSU, Chico 2015
Bachelor of Science in Agriculture Business
Received special honors in being awarded CSUC's Star Student Award (2015)
Featured in publication Inside Chico State article Agriculture Meets Economics

Butte College 2012
AA/Transfer Student
Competed EMT Academy
Employed by Butte College Farm

EXPERIENCE

Science Teacher
Oroville High School
AUGUST 2018 - PRESENT

Co-taught and substituted science courses (general biology and anatomy) full-time

Integrated NGSS and CCSS into creative and diversified lessons using multiple technological programs

Structured classroom and instruction to meet the needs of SPED, 504, ELL, and other students with unique preferences

Used assessment data to guide instruction and learning goals

Participated in professional development opportunities including the NSTA National Conference, NGSS/3D Assessment Pilot workshop, Argument-Driven Inquiry workshops and Trauma/Secondary Trauma workshops

After School Program Leader/Wetland Education Assistant
Chico Area Recreation and Park District/Rancho Esquon
AUGUST 2017 - JUNE 2018

Planned engaging and enriching activities for children
Facilitated field trips while ensuring the safety of students

Market Manager

Carly Kelly

Skills

I am good at communicating with others, working under pressure, time management, leadership and organization.

—

Experience

CVS/ Cashier

June 2012-June 2013, Bakersfield, CA

While working at CVS I had the opportunity to work with many other people as a cashier and worked well with all of them. I practiced organization by stocking the shelves and keeping the store clean during any down time I had while working at the cash register.

Kid's Kare / Preschool teacher (substitute)

May 2014 - May 2015, Fresno, CA

While working at the preschool I had the opportunity of working with kids ranging from infant to four years old. Working with younger children was a great opportunity in preparing for my future career as an elementary school teacher.

Taft City School District (Roosevelt Elementary) / 5th grade teacher

August 2015 - June 2019

I spent four years at Roosevelt Elementary teaching fifth graders.

—

Education

Fresno State / Bachelors Degree

August 2011- May 2015, Fresno, CA

I received my Liberal Studies Bachelor Degree through Fresno State.

National University / Credential and Masters Degree

June 2015 - December 2017, Bakersfield, CA

I received my Multiple Subject Teaching Credential and my Masters Degree in Teaching through National University.

Lori Kinter

Profile

I am a fully credentialed secondary social studies teacher with over ten years of teaching and coaching experience. I originally completed an NCTE accredited teaching program from Washington State University and currently possess a Virginia Professional Teaching License. My Colorado teaching credentials application is in process. I am actively seeking seeking a part or full time position within your district and believe my energy, education, experience combine to make me a viable candidate who could make a valuable contribution to your students education.

Teaching Strengths

10 years of teaching experience
 Extra-curricular coaching and sponsorship expertise
 21st Century Skills integration
 NCLB Highly Qualified Status
 Performance task assessment
 Exceptional classroom management
 Standardized test prep. experience
 Interactive learning
 Team-teaching
 Student-centered learning
 Multicultural awareness
 Technology integration
 Differentiated instruction

EXPERIENCE

Virginia Beach Public Schools; Virginia Beach, VA — Aug. 2010-June 2012

High School Social Studies Teacher - Princess Anne High (.6) Landstown High (.4)

World History I and II – Incorporated 21st century skills to encourage critical and independent thinkers by using creativity and rigor in world history lessons that ultimately prepared students for the World History I and II SOL exams at the end of the year.

6th grade Social studies Teacher - Larkspur Middle School - 2010-2011

VBCPS United States History to 1865 - Curriculum was used to guide lessons centered on essential questions, enduring understandings and objectives. Incorporated 21st century skills to encourage critical and independent thinkers, in order to better prepare them for the future. Focused on relevant and interactive instruction to meet the needs of a diverse classroom with different learning levels. Various classroom management strategies were implemented to structure the middle school classroom.

Caruthers Unified School District; Caruthers, CA - Sept. 2006-June 2007

6-8th grade Opportunity Alternative Teacher - Caruthers Middle/Elementary

Created and instructed curriculum for 6-8th grade alternative education students with diverse learning levels and/or behavior issues. Strong focus on classroom management and discipline procedures. Subjects taught include language arts, social studies, math, reading and leadership. Physical Education - Instructed basic physical education class for general education 7/8th grade classes taught and supervised various sports.

ST. Johns County Public Schools; St. Johns, FL — 2005-2006

World Geography/Reading Teacher - Bartram Trail High School

Instructed and developed unit plans which incorporated reading strategies and geography objectives. Varied teaching methods include a focus on technology

in the classroom and differentiated instruction to improve low-level readers. World History Instructed themes including political and economic development, influence

of geography on cultures, the growth of science and technology, the effect of contact between cultures, and creativity in the arts.

Lake Washington School District; Redmond, WA — 2001-2005

Humanities/Reading/ Physical Education Teacher - Eastlake High School American Studies - Taught the history portion of a team-taught block Humanities class. Integrated units include early American History to the present. Varied teaching methods to incorporate literature, history, the arts and the media while exploring the development of America and engaging student interest.

United States Citizenship - Designed and implemented units examining the basic functions and responsibilities of a U.S. citizen, the structure and purpose of the U.S. Government. Curriculum planning focused on preparing students for their role in a participatory democracy and national issues.

Washington State History - Devised unit plans covering a variety of topics relating to the state of Washington. Major focus of instruction is student based research and discussion of major problems facing the state.

World History - Team teaching approach integrated a number of themes including political and economic development, the influence of geography on cultures, the growth of science and technology.

Communications - Safety Net Reading - Course designed to target students below State learning standards. Focus on strengthening skills in reading writing and speaking

Physical Education Teacher: Fitness and Conditioning/Wellness and Team Sports- Classes integrated across the disciplines to develop the student's awareness that fitness is interrelated to all aspects of life.

Advisory Teacher -The advisor role is to advocate, support and guide students throughout their years of high school. Responsibilities included providing academic support and teaching the required health curriculum. Additionally, individual guidance and counseling includes schedule planning, academic intervention meetings, post-secondary preparation.

Seattle Public Schools; Seattle, WA — 2/2001-6/2001

7th grade floating team teacher - Madison Middle School

Planned lessons and curriculum for social studies, language arts, and science, math and physical education classes. Methods used team teaching, small group, student centered and teacher-centered instruction.

Seattle, Renton, North Shore School Districts — 2000-2001

Substitute Teacher - Performed daily lesson plans, assessed student knowledge, and maintained disciplined, well managed classrooms.

Renton School District; Renton, WA — 8/2000-12/2000

Student Teacher - Lindbergh High School - Taught United States History and Psychology in an urban school with an ethnically diverse student population.

Dana Putnam-Hayes

Goal To obtain a position that utilizes my skills in education and knowledge of history. I love teaching, history, and guiding students, of all ages, to discover the past and human history. I love providing skills and practice that can help them complete their overall educational goals.

Education

2009-2011 California State University Northridge

M.A. in History

Comprehensive Exams: Middle East & United States to 1865

2006-2008 California State University Channel Islands

B.A. in History

Credential/Licenses

April 1st, 2013 Single Subject Teaching Credential in Social Studies

California State University Channel Islands

Teaching Experience

July 2018 - September 2014 Social Science Teacher at The Education Corps Orange County previously known as The Orange County

Conservation Corps Charter High School

Subjects: United States History, World History, Economics, Government, History Through Film, Drama, Workplace Communication, College and Career Readiness.

August 28 - September 2014 Full-time Temporary Substitute Cornelia Connelly High School

Subjects: Advanced Placement United States Government, Advance Placement United States History, Honors World History, and College Preparation World History

2010 Teaching Assistant for Professor Howes at California State University Northridge

Subject: Lower level World Civilization

2008 Volunteer Teaching Assistant for Professor Caldwell at California State University Channel Islands

Subject: Historiography - Substitute

References

Kelly Inouye, Director of Education, The Education Corps Orange County

714-612-2509 kinouye@laedcorps.org

Noel Rauda-Trout, CEO, The Education Corps

213-300-9704 ntrout@laedcorps.edu

David Munoz, Science Teacher, The Education Corps Orange County

626-422-8136 dmunoz@laedcorps.org

Kyle Ramstack

- A warm, welcoming and diligent pre-service educator equally dedicated to teaching the discipline of history as well as the development and maturation of students both inside and outside the classroom
- Superior interpersonal and communication skills to promote meaningful relationships with students, faculty, staff and parents
- Dedicated to creating a classroom atmosphere which is safe, stimulating and encouraging to a wide variety of students

PROFESSIONAL EXPERIENCE

STUDENT TEACHER | WOODROW WILSON HIGH SCHOOL

FEBRUARY - JUNE 2018 | LONG BEACH UNIFIED SCHOOL DISTRICT

- Taught two sections of Modern World History and one section of United States History, supervised by Dr. Amy Leveque & Mr. Rick Casanave
- Designed relevant curriculum to relate directly to student's lives • Implemented conventional and non-conventional instructional methodology allowed me to deliver knowledge through a variety of grade-appropriate mediums
- Utilized assessment tools and rubrics to evaluate student progress and learning
- Incorporated diverse technological tools in a variety of lessons to support student's different learning styles via Chromebooks
- Coached students with learning disabilities, outside of class, to develop new methods to successfully manage their lives
- Accustomed to working in a multi-cultural environment that emphasizes inclusion without any bias to background, culture, preferences, and/or gender
- Participated in on-going staff trainings and meetings
- Collaborated with world history department to create common assessments

SUBSTITUTE TEACHER | ANAHEIM UNION HIGH SCHOOL DISTRICT AUGUST 2015 - CURRENT | ANAHEIM, CA

- Quickly and efficiently implemented classroom management techniques to maximize instructional time
- Wrote comprehensive reports to regular teachers regarding lessons and student progresses
- Interacted with fellow teachers and administrators as needed
- Adhered to school policies and procedures regarding student conduct

AMY SHARP

Career Profile: Health Science and Medical Technology CTE Educator with 10+ years of experience in teaching Health Science subjects and designing health science curriculum. Additional expertise was earning by working with patients, medical coding, and insurance in a medical office within a large Integrated Health Care System for over a decade.

Licenses/Certifications:

- *California Preliminary Career Technical Education-Health Science and Medical Technology - Recommendation to CTC from Los Angeles County Office of Education, 4/2019
- *California Preliminary Single Subject Teaching Credential, Health Science, 2017-2022
- *CLAD Certified, 2018
- *Utah Secondary Education Teaching License, Health & History, 2001-2016

EXPERIENCE

Recent Continuing Professional Education:

- Teaching and Learning with Web 2.0, Utah Education Network, 2014
- Effective Leadership for Health Communities: Concepts, Collaborations & Case Studies, Michigan Public Health Training Center, 2013
- Community-Based Participatory Research, Michigan Public Health Training Center, 2013

Teacher- Health Education 2002-2015

Brigham Young University Independent Study
Provo, Utah

Member of a professional teaching staff for a nonprofit online educational program that offers courses to university, high school and middle school students throughout the United States and in over 90 foreign countries.

- Redesigned and improved health curriculum to align with National Health Education Standards (NHES).
- Wrote and upgraded health content for three distinct health courses emphasizing a wide array of important health topics.
- Examined student feedback and developed better quality test assessment. • Specialized in Distance Learning with online Health classes for the BYU's Independent Study Program.

Teacher - Health Education for Young Parent Program 2004

Horizonte Instruction & Training Center
Salt Lake City, Utah

Enthusiastic contributor to a program that recognizes the special needs of at-risk students and enabled them to develop academic skills, decision making abilities & parenting skills.

- Trained at-risk adolescents with life skills, and parenting techniques.
- Documented student's progression to restore their health credit for high school graduation.

Teacher - Health Education 2001-2002

Murray City School District, Hillcrest Junior High School
Murray, Utah

Taught 7th, 8th & 9th grade Health, and Advanced Health at this urban public-school setting.

- Recognized as the Community Health Liaison and taught the Maturation Program to 6th grade students in seven different Elementary Schools throughout the district.
- Oversaw the D.A.R.E America community outreach program and implemented "Keepin' It Real" with partnership from the Murray City Police Department.

Student Teacher - Health Education & World History 2000-2001

Salt Lake City School District, East High School
Salt Lake City, Utah

Taught 10th grade Health, and 10th grade World History at this diverse and urban public school.

- Independently developed lesson plans and generated new ways of engaging with the course content.
- Examined, through Classroom Action Research, the most effective evaluation tools used in the engaging students to course material.

Health Related Experience

Patient Service & Medical Billing & Coding Representative- Internal Medicine, Urgent Care & Cardiology 1996-2006

Intermountain Health Care
Salt Lake City, Utah

Improved patient experience in clinics belonging to the largest healthcare organization in Utah.

- Coordinated and prioritized physician schedule to meet the needs of clinic patients.
- Fulfilled medical chart accuracy and maintained patient confidentiality.
- Successfully coded thousands of medical procedures and educated patients on their health insurance benefits.
- Trained physician support staff in multiple specialties.

Emergency Medical Technician 1996

Salt Lake City, Utah

Successfully completed over 160 hours of training in pre-hospital basic life support care of sick and injured persons.

- Demonstrated life-saving care in field work, as well as excelled in written examinations.

Refugee Worker - Citizenship 2016-2017

International Rescue Committee
Los Angeles, California

Led and prepared refugee clients for their required path to becoming U.S. citizens.

- Assisted alongside the lengthy process with contacts of encouragement, and prepared clients for interviews and tests with the United States

ROBERT J. SIMA

WORK HISTORY

- 7th Grade World History Teacher – Bellflower Middle/High School August 2016 - Present
- Student/Substitute Teacher – Fullerton School District September 2015 - August 2016
- Student Teacher (8th Grade U.S. History)/Substitute Teacher (Multiple Subjects)
- Substitute Teacher -Fullerton Joint Union High School District January 2016 - August 2016
- Substitute Teacher (Multiple Subjects)
- Sergeant - Orange County Sheriff's Department, January 1990 to August 2016
 - ☐ Custody and Court Operations Supervisor, Civil Enforcement Supervisor
 - ☐ Court Operations Detention Instructor
 - ☐ Statewide Civil Procedures Instructor
 - ☐ Critical Incident Response Team Leader and Training Supervisor
 - ☐ Academy Instructor Certification Course May 2016
 - ☐ Instructor Development Course November 2007
- Captain - United States Army Reserves, February 1985 to April 1998
- Unit Training Officer, Operations Officer, Intelligence Officer, Liaison Officer
- Instructor – National Traffic Safety Institute, March 1996 to June 2000.

EDUCATION

- University of Redlands, December 2015. Teaching Credential Program
- California State University, Fullerton, June 1995. Master's in Public Administration
- California State University, Northridge, May 1989. Bachelor of Arts: Sociology with a Specialty in Criminology and Corrections
- United States Army Intelligence School – Fort Huachuca, Arizona, November 1989.
- University of California at Los Angeles, May 1987, R.O.T.C. Army Reserve Commission

VOLUNTEER and COMMUNITY SERVICE

- 8th Grade Washington DC Field Trip Chaperone, Beechwood K-8 School, May 2016
- Assistant Golf Coach, Troy High School, Spring 2015
- Football Videographer, Troy High School, August 2014-Present
- Youth Football Coach, Fullerton Pop Warner, August 2007-November 2015
- Youth Football Board Member, Fullerton Pop Warner, August 2012-February 2015
- Volunteer Little League Score Keeper, Golden Hill Little League, March 2013-May 2016
- Youth Baseball Coach, Golden Hill Little League, February 2005-June 2012
- San Juan Mission Field Trip Chaperone, Beechwood Elementary School, Fullerton, 2011
- Read Across America Volunteer Reader, Fullerton School District, 2000-2009
- Orange County Food Drive Coordinator, Fullerton 1994
- California State Fireman's Association Medal of Valor, Lake Los Angeles, 1982

Sean Stiles

Education:

Masters of Arts in Education: Curriculum and Assessment: Vanguard University, Costa Mesa, CA Degree Earned: May 2015

Graduate Education Teaching Credential Program: Vanguard University, Costa Mesa, CA Preliminary Single Subject Teaching Credential Program Completed February 2012

Bachelors of Science in Biology: Vanguard University, Costa Mesa, CA

Minor: Chemistry Graduated: May 2010; summa cum laude

Work History:

07/17-04/19: High School Science – Biology: Citrus Valley High School - Redlands, CA

- Created new curricula for NGSS Biology/Earth Course
- Maintained regular contact with students and parents to ensure student learning and progress
- Advised students on course completion
- Served as go-to for peers on instructional technology related issues as part of tech committee

07/14-05/17: High School Science – Biology, Environmental, Chemistry: Wasco Union High School - Wasco, CA

- Collaborated with department to design curricula to provide students with optimal learning experiences
 - Maintained regular contact with students and parents to ensure student learning and progress
 - Advised STEM students learning via the Wasco Robotics Club
 - Founded college and career readiness program sponsored by The Wonderful Company
- 08/13-05/14: 7th/8th Grade Science Teacher: Ladera Vista Junior High - Fullerton, CA
- Created standards-based curriculum to enable students to reach specified learning objectives
 - Designed and implemented Cooperative Learning, Direct Instruction, and Project based lesson plans
 - Planned and initiated instruction for two subjects spread over six class periods per day
 - Integrate technology into the classroom via 1:1 program
- 12/12-06/13: 7th Grade Life Science Teacher: Ensign Intermediate - Newport Beach, CA
- Established rapport with subject matter associates through cooperative planning and teaching
 - Planned and initiated instruction for five class periods per day
 - Reviewed assessment data and determined student progress
 - Adapted curriculum to meet needs of students at various skill levels

CHRISTOPHER H. WERLY

OBJECTIVE

To obtain a teaching position in special education that will allow me to utilize my strong passion for student development, skills, and experience in order to prepare students for success outside of the classroom.

EMPLOYMENT

Amazon Fulfillment Center, Eastvale, CA

Associate I, Process Guide – May 2018 to Present

- Process customer orders while maintaining quality and productivity within company standards.
- Monitor conveyance systems and coordinate with team members and other departments to address issues as they arise.
- Collaborate with shift leads to track department productivity rates and make adjustments as needed.

Arlington High School, Riverside, CA

Mod/Sev Special Education Student Teacher – January 2019 to April 2019

- Create and implement standards-based lesson plans which include differentiated objectives and tasks according to student's individual abilities.
- Develop students' social, self-care, and vocational skills to promote independence outside of the classroom.
- Collect data based on IEP goals
- Work with classroom aides to implement behavior management plan.

Inland Regional Center, San Bernardino, CA

Consumer Services Coordinator - February 2015 to February 2017

- Conducted meetings with consumers, families, and service providers to obtain and review data collected on goal progression.
- Assisted in the development of appropriate goals for consumers based on collected data.
- Utilized information gathered to create an Individualized Program Plan (IPP) for each consumer.
- Coordinated with various departments and outside resources to connect consumers with appropriate services based on their individual needs.

Ability Counts Inc., Riverside, CA

Job Coach - July 2014 to February 2015

- Provided vocational training for people with developmental disabilities in a community-based supported employment program.
- Utilized a hierarchy of supports during training of tasks in order to facilitate learning and maintenance of these skills.
- Collected data on individual clients regarding productivity and behavioral issues.
- Coordinated with case managers to assist in the development of appropriate goals for consumers based on collected data.
- Maintained communication with contract employers to ensure standards were met.

EDUCATION

California Baptist University, Riverside, CA

Moderate/Severe Education Specialist Instruction Credential, May 2019

University of California, Riverside

BA in Psychology, June 2013

Riverside City College, CA

AA in Humanities, June 2011

TESTING

- CBEST – passed on 04/19/2017
- CSET – passed on 05/26/2017
- RICA – passed on 05/16/2018
- CPR Certified – 09/27/2018

SKILLS

- Strong written and verbal communication skills
- Experience with vocational training and job skills development for people with developmental disabilities
- High level of patience when working with people with a wide range of ability levels
- Experience with IEP/ISP/IPP development
- Experience in data collection and analysis
- Competent in all Microsoft Office applications

REFERENCES

Kristi Alvers, 951-544-5173

Wayne Skinner, 951-315-3586

Cheryl-Marie Osborne Hansberger, 714-343-1102

Ana Gomez, 909-615-0390

Beth Camarillo, 951-658-3313

Taylor J. Whitmer

ACADEMIC HISTORY

Azusa Pacific University MA in Education: Digital Teaching and Learning 2013

California State Polytechnic University, Pomona

BA, Political Science

2008

California State Polytechnic University, Pomona

BS, Business Administration, Marketing Management

2008

EMPLOYMENT HISTORY

California Preparatory Academy (Cal STEAM)

San Bernardino, CA

Technology & Social Studies Teacher

Middle and High School 6-12th Grade

☐ Trained staff members on best practices, and the use of technology (Mail Merge, Google Suite: Drive, Docs, Slides, Sheets, Hangouts/Meet, Calendar, Forms, Voice, Chrome, etc.)

☐ Presented at conferences on a wide range of topics (technology related)

☐ Taught courses in 3D Art, Audio Engineering, Biotechnology, Computer Literacy and Fundamentals, Computer Programming: C++, HTML/CSS, Java, Python, Digital Arts, Engineering, Game Design, Image Design, Green Design and Tech., Digital Photography, and Social Studies

☐ Implemented individualized course work for student needs in weekly tutoring sessions

☐ Judged and mentored the online STEAM Fair (science and Engineering Fair)

2017-Present

Energy Institute High School

Houston, TX Digital Design Teacher

9, 10, 11, and 12th Grade

☐ Innovated a Digital Design Curriculum that implemented cross curricular projects

☐ Practiced in my classroom, and supported, 100% Project Based Learning school wide

☐ Mentored a first year teacher

☐ Organized school wide initiatives – Hour of Code

☐ Mentored First Robotics Competition (FRC), Mentored First Tech Challenge (FTC), and VEX Robotics Teams

☐ Took students to out of state competitions, including FRC World Championships

☐ Advised World Affairs Council student organization

☐ Took students on a study abroad trip to France and England

2015 - 2017

Vaughn International Studies Academy VNLCC

San Fernando, CA

Computer Science, Robotics, Model UN Teacher

9, 10, 11, and 12th Grade

☐ Created and developed the curriculum for: a combined Digital Literacy and Computer Science; Model United Nations; and Robotics courses

☐ Implemented and adapted UCLA's Exploring Computer Science curriculum to meet the needs of our program

☐ Taught the robotics program which earned various awards and qualified for the FTC Regional Competition

☐ Head of the Technology Department (High School)

☐ Facilitated college preparation for advisory students

☐ Served as Club Advisor for Model United Nations, Robotics, and Wounded Warrior

☐ Wrote and won/received grants

☐ Advised on the implementation of the Project Lead the Way (Engineering Courses)

☐ Member of the Technology Committee

☐ Coordinated and co-managed the implementation the Graduate Portfolio System (GPS)

☐ Head Coach for Varsity Softball

☐ Assistant Coach for Varsity Baseball

2013 - 2015

Summit Leadership Academy High School

Hesperia, CA Social Studies Teacher

10, 11, and 12th Grade

☐ Designed Social Studies Department Curriculum (including Benchmarks) for:

World History

US History

Government

Economics

☐ AVID (Advancement Via Individual Determination) Site Team Member

☐ Served as Senior Advisor

☐ Provided afterschool tutoring services to students

☐ Member of Discipline Committee

2012 - 2013

Taegang Sahmyook Elementary School

Seoul, South Korea Classroom Teacher

6th Grade

☐ Head of the 6th Grade English Department

☐ Developed the curriculum for Math, Science, Reading, Writing, and Social Studies

☐ ELL Teacher for an after school program

☐ Created and organized a Cultural Awareness program, i.e. Pen Pals

☐ Took students on a Study Abroad Program to Beijing, China

☐ Took students on multiple field trips



INVOICE

Customer Bill-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003267

Date : 14-AUG-2019

Due Date : 13-SEP-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82036371

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 3

Total Ordered Quantity (No. Of Items) :	26
Net Amount :	USD \$125,053.85
Tax Total :	USD \$0.00
Invoice Total :	USD \$125,053.85
Amount Due :	USD \$125,053.85

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003267							Page 2 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036371		Direct Charges	1		95,097.10	0.00	95,097.10
82036371		Pass Through	1		19,686.40	0.00	19,686.40
82036371		Reverse May Event-Passthrough	-1		5,500.94	0.00	-5,500.94
82036371		Remove May BoA Items	-1		2,353.22	0.00	-2,353.22
82036371		Reverse April Rent Event	1		139.15	0.00	139.15
82036371		Adjust June Benefits - Instructional	-1		233.04	0.00	-233.04
82036371		Adjust June Connexus Annual License (EMS)	-1		225.00	0.00	-225.00
82036371		Adjust June Educational Resource Center	-1		47.25	0.00	-47.25
82036371		Adjust June Facility Support Services	1		97.95	0.00	97.95
82036371		Adjust June Hardware/Software - Employees	1		3.03	0.00	3.03
82036371		Adjust June Accounting and Regulatory Reporting	-1		18.75	0.00	-18.75
82036371		Adjust June Human Resources Support	1		6.32	0.00	6.32
82036371		Adjust June Internet Subsidy Payment Processing	-1		2,272.00	0.00	-2,272.00
82036371		Adjust June School Curriculum Supplies	1		60.18	0.00	60.18
82036371		Adjust June Technical Support and Repairs	-1		56.25	0.00	-56.25
82036371		Adjust June Voiceover IP	1		613.05	0.00	613.05
82036371		Adjust June Marketing Services	1		328.99	0.00	328.99
82036371		Adjust June School Administration	1		1,973.89	0.00	1,973.89
82036371		Adjust June Treasury Services	1		493.46	0.00	493.46
82036371		Adjust June Direct Services	1		15,724.50	0.00	15,724.50
82036371		Adjust June Oversight and Liability	1		822.45	0.00	822.45
82036371		Adjust June Hardware/Software - Employees	1		3.03	0.00	3.03
82036371		Reverse June 19 Concur	-1		15.57	0.00	-15.57
82036371		Add April Concur (reverses concur event in April)	1		734.15	0.00	734.15
82036371		Reverse Duplicate Event : June Hardware/Software - Employees	-1		3.03	0.00	-3.03
82036371		Adjust June 19 Concur (Back-out amount)	-1		4.75	0.00	-4.75

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$125,053.85	\$0.00	\$125,053.85



Pearson

Charges for the Following Period:

June 2019

Compensation Expenses

Benefits - Administration	1,443.28
Benefits - Instructional	15,304.94
Credit for Nonbillable Earnings Paid by the School	(2,432.44)
Withholdings	6,562.41
	20,878.19

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	789.17
Connexus™ Annual License (EMS)	9,470.00
Curriculum Postage	948.75
Direct Course Instruction Support	296.40
Educational Resource Center	1,988.70
Enrollment and Records Management	1,150.00
Facility Support Services	170.45
Hardware/Software - Employees	553.03
Human Resources Support	1,130.38
Internet Subsidy Payment Processing	(1,705.33)
School Curriculum Supplies	460.80
Short Term Substitute Teaching Services	2,196.53
Student Technology Assistance	8,385.42
Tangible and Intangible Instructional Materials	26,041.67
Technical Support and Repairs	2,367.50
Voiceover IP	933.15
	55,176.62

Revenue Based Charges

Marketing Services	1,858.99
School Administration	11,153.89
Treasury Services	2,788.46
	15,801.34

Special Education

Direct Services	19,995.00
Oversight and Liability	4,647.45
Short Term Substitute Teaching Services	-
	24,642.45

Deficit Protection Credit

-

ISP Payment Reimbursement

3,010.35

Pass Through Expenses

5,544.90

Total Amount Due

125,053.85



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003265

Date : 14-AUG-2019

Due Date : 13-SEP-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82036369

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 3

Total Ordered Quantity (No. Of Items) :	28
Net Amount : USD	\$335,531.70
Tax Total : USD	\$0.00
Invoice Total : USD	\$335,531.70
Amount Due : USD	\$335,531.70

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Always quote your invoice number when paying

Invoice Number: 91000003265							Page 2 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369		Adjust June Hardware/Software - Employees	-1		318.56	0.00	-318.56
82036369		Adjust June Human Resources Support	-1		663.67	0.00	-663.67
82036369		Direct Charges	1		235,991.23	0.00	235,991.23
82036369		Pass Through	1		61,500.10	0.00	61,500.10
82036369		Reverse May Event-Passthrough items	-1		13,408.62	0.00	-13,408.62
82036369		Remove May BoA transactions	-1		5,736.46	0.00	-5,736.46
82036369		Remove April Rent Event	1		106.32	0.00	106.32
82036369		Adjust June Internet Subsidy Payment Processing	-1		3,567.32	0.00	-3,567.32
82036369		Adjust June School Curriculum Supplies	-1		240.19	0.00	-240.19
82036369		Adjust June Instr Materials	1		1,075.00	0.00	1,075.00
82036369		Adjust June Technical Support and Repairs	-1		483.75	0.00	-483.75
82036369		Adjust June Voiceover IP	1		1,501.69	0.00	1,501.69
82036369		Adjust June Marketing Services	1		1,492.53	0.00	1,492.53
82036369		Adjust June School Administration	1		8,955.16	0.00	8,955.16
82036369		Adjust June Treasury Services	1		2,217.81	0.00	2,217.81
82036369		Adjust June Special Ed Oversight-Liability	1		3,731.31	0.00	3,731.31
82036369		Adjust June Special Ed Direct Services	1		38,367.75	0.00	38,367.75
82036369		Adjust June Benefits - Instructional	-1		169.07	0.00	-169.07
82036369		Adjust June Accounting and Regulatory Reporting	-1		161.25	0.00	-161.25
82036369		Adjust June Connexus Annual License (EMS)	-1		1,935.00	0.00	-1,935.00
82036369		Adjust June Curriculum Postage	1		33.00	0.00	33.00
82036369		Adjust June Educational Resource Center	-1		406.35	0.00	-406.35
82036369		Adjust June Enrollment and Records Management	1		40.00	0.00	40.00
82036369		Adjust June Facility Support Services	1		222.50	0.00	222.50
82036369		Adjust June Community Outreach	1		8.50	0.00	8.50
82036369		Reverse June 19 Concur	-1		38.79	0.00	-38.79

Invoice Number: 91000003265							Page 3 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369		Adjust June 19 DPC	1		5,625.00	0.00	5,625.00
82036369		Add: April 19 Concur (reverse event in April)	1		1,792.83	0.00	1,792.83
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$335,531.70		\$0.00		\$335,531.70



Pearson

Charges for the Following Period:

June 2019

Compensation Expenses

Benefits - Administration	3,933.64
Benefits - Instructional	37,462.85
Credit for Nonbillable Earnings Paid by the School	(5,989.35)
Withholdings	16,255.54
	<hr/> 51,662.68

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,081.12
Community Outreach	2,083.50
Connexus™ Annual License (EMS)	24,973.50
Curriculum Postage	2,200.00
Direct Course Instruction Support	524.40
Educational Resource Center	5,244.43
Enrollment and Records Management	2,666.67
Facility Support Services	420.00
Hardware/Software - Employees	1,056.94
Human Resources Support	2,193.02
Internet Subsidy Payment Processing	(2,500.65)
School Curriculum Supplies	783.68
Short Term Substitute Teaching Services	5,376.51
Student Technology Assistance	20,268.75
Tangible and Intangible Instructional Materials	66,945.84
Technical Support and Repairs	6,243.37
Voiceover IP	2,284.09
	<hr/> 142,845.17

Revenue Based Charges

Marketing Services	5,300.76
School Administration	31,804.54
Treasury Services	7,930.15
	<hr/> 45,035.45

Special Education

Direct Services	48,787.33
Oversight and Liability	13,251.88
	<hr/> 62,039.21

Deficit Protection Credit

-

ISP Payment Reimbursement

8,886.36

Pass Through Expenses

25,062.83

Total Amount Due

335,531.70



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003266

Date : 14-AUG-2019

Due Date : 13-SEP-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82036370

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 3

Total Ordered Quantity (No. Of Items) :	31
Net Amount :	USD \$759,782.85
Tax Total :	USD \$0.00
Invoice Total :	USD \$759,782.85
Amount Due :	USD \$759,782.85

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003266							Page 2 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370		Adjust June 19 Concur	1		3.87	0.00	3.87
82036370		Adjust June 19 DPC	1		1,000.00	0.00	1,000.00
82036370		Direct Charges	1		600,176.89	0.00	600,176.89
82036370		Pass Through	1		135,654.63	0.00	135,654.63
82036370		Reverse May Event- Passthrough	-1		36,847.89	0.00	-36,847.89
82036370		Remove May BOA Expenses	-1		15,764.87	0.00	-15,764.87
82036370		Adjust June Community Outreach	1		17.00	0.00	17.00
82036370		Adjust June Connexus Annual License (EMS)	-1		3,807.00	0.00	-3,807.00
82036370		Remove April Rent Event	1		159.51	0.00	159.51
82036370		Adjust June Benefits - Instructional	-1		220.79	0.00	-220.79
82036370		Adjust June Accounting and Regulatory Reporting	-1		317.25	0.00	-317.25
82036370		Adjust June Curriculum Postage	1		66.00	0.00	66.00
82036370		Adjust June Educational Resource Center	-1		799.47	0.00	-799.47
82036370		Adjust June Enrollment and Records Management	1		80.00	0.00	80.00
82036370		Adjust June Facility Support Services	1		509.38	0.00	509.38
82036370		Adjust June Hardware/Software - Employees	-1		237.58	0.00	-237.58
82036370		Adjust June Instr Materials	1		2,025.00	0.00	2,025.00
82036370		Adjust June Technical Support and Repairs	-1		951.75	0.00	-951.75
82036370		Adjust June Human Resources Support	-1		494.95	0.00	-494.95
82036370		Adjust June Internet Subsidy Payment Processing	-1		13,508.63	0.00	-13,508.63
82036370		Adjust June School Curriculum Supplies	-1		167.32	0.00	-167.32
82036370		Adjust June Voiceover IP	1		4,123.47	0.00	4,123.47
82036370		Adjust June Marketing Services	1		2,409.78	0.00	2,409.78
82036370		Adjust June School Administration	1		14,458.67	0.00	14,458.67
82036370		Adjust June Treasury Services	1		3,417.33	0.00	3,417.33
82036370		Adjust June Direct Services	1		130,397.42	0.00	130,397.42

Invoice Number: 91000003266							Page 3 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370		Adjust June Oversight and Liability	1		6,024.45	0.00	6,024.45
82036370		Adjust June Deficit Protection Credit	-1		72,541.67	0.00	-72,541.67
82036370		Adjust June ISP Payment Reimbursement	1		98.20	0.00	98.20
82036370		Reverse June 19 Concur Amount	-1		105.44	0.00	-105.44
82036370		Add April 19 Concur (Reverse April concur event)	1		4,925.86	0.00	4,925.86
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$759,782.85		\$0.00		\$759,782.85



Pearson

Charges for the Following Period:

June 2019

Compensation Expenses

Benefits - Administration	11,043.90
Benefits - Instructional	102,857.22
Credit for Nonbillable Earnings Paid by the School	(16,465.68)
Withholdings	44,747.98
	<hr/> 142,183.42

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	5,580.25
Community Outreach	4,167.00
Connexus™ Annual License (EMS)	66,963.00
Curriculum Postage	5,736.50
Direct Course Instruction Support	1,983.60
Educational Resource Center	14,062.23
Enrollment and Records Management	6,953.33
Facility Support Services	1,063.88
Hardware/Software - Employees	3,501.42
Human Resources Support	7,306.21
Internet Subsidy Payment Processing	(8,291.96)
School Curriculum Supplies	2,635.24
Short Term Substitute Teaching Services	14,761.69
Student Technology Assistance	48,156.25
Tangible and Intangible Instructional Materials	173,870.84
Technical Support and Repairs	16,740.75
Voiceover IP	6,271.17
	<hr/> 371,461.40

Revenue Based Charges

Marketing Services	12,386.10
School Administration	74,316.57
Treasury Services	18,381.80
	<hr/> 105,084.47

Special Education

Direct Services	158,246.75
Oversight and Liability	30,965.24
	<hr/> 189,211.99

Deficit Protection Credit

(108,000.00)

ISP Payment Reimbursement

22,252.82

Pass Through Expenses

37,588.75

Total Amount Due

759,782.85



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003264

Date : 14-AUG-2019

Due Date : 13-SEP-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82036368

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 3

Total Ordered Quantity (No. Of Items) :	30
Net Amount :	USD \$2,687,072.49
Tax Total :	USD \$0.00
Invoice Total :	USD \$2,687,072.49
Amount Due :	USD \$2,687,072.49

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003264							Page 2 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368		Direct Charges	1		1,638,588.62	0.00	1,638,588.62
82036368		Pass Through	1		412,199.91	0.00	412,199.91
82036368		Adjust May Event--Passthrough Allocation	-1		106,255.39	0.00	-106,255.39
82036368		Remove May BoA	-1		45,459.88	0.00	-45,459.88
82036368		Reverse April Rent Event	-1		404.98	0.00	-404.98
82036368		Adjust June Acctg and Regulatory Reporting	-1		190.13	0.00	-190.13
82036368		Adjust June Community Outreach	1		187.00	0.00	187.00
82036368		Adjust June Connexus Annual License (EMS)	-1		2,281.50	0.00	-2,281.50
82036368		Adjust June Curriculum Postage	1		495.00	0.00	495.00
82036368		Adjust June Educational Resource Center	-1		479.12	0.00	-479.12
82036368		Adjust June Enrollment and Records Management	1		600.00	0.00	600.00
82036368		Adjust June Facility Support Services	1		1,670.61	0.00	1,670.61
82036368		Adjust June Hardware/Software - Employees	-1		1,696.90	0.00	-1,696.90
82036368		Adjust June Human Resources Support	-1		3,535.22	0.00	-3,535.22
82036368		Adjust June Internet Subsidy Payment Processing	1		44,365.00	0.00	44,365.00
82036368		Adjust June School Curriculum Supplies	-1		1,147.67	0.00	-1,147.67
82036368		Adjust June Instr Materials	1		14,300.00	0.00	14,300.00
82036368		Adjust June Technical Support and Repairs	-1		570.38	0.00	-570.38
82036368		Adjust June Voiceover IP	1		11,986.79	0.00	11,986.79
82036368		Adjust June Marketing Services	1		9,826.98	0.00	9,826.98
82036368		Adjust June School Administration	1		58,961.83	0.00	58,961.83
82036368		Adjust June Treasury Services	1		14,740.46	0.00	14,740.46
82036368		Adjust June Direct Services	1		464,939.30	0.00	464,939.30
82036368		Adjust June Special Ed Oversight and Liability	-1		19,663.05	0.00	-19,663.05
82036368		Adjust June Benefits - Instructional	1		622.92	0.00	622.92
82036368		Adjust June Deficit Protection Credit	1		183,375.00	0.00	183,375.00

Invoice Number: 91000003264							Page 3 of 3
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368		Adjust June 19 Withholdings	-1		0.10	0.00	-0.10
82036368		Adjust June 19 ISP	1		281.89	0.00	281.89
82036368		Add: April 19 Concur (Reversal of April Event)	1		11,920.61	0.00	11,920.61
82036368		Reverse June 19 Concur	-1		305.11	0.00	-305.11
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$2,687,072.49		\$0.00		\$2,687,072.49



Pearson

Charges for the Following Period:

June 2019

Compensation Expenses

Benefits - Administration	33,372.25
Benefits - Instructional	299,026.70
Credit for Nonbillable Earnings Paid by the School	(47,980.26)
Withholdings	130,697.95
	<hr/> 415,116.64

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	16,814.87
Community Outreach	45,837.00
Connexus™ Annual License (EMS)	201,778.50
Curriculum Postage	15,251.50
Direct Course Instruction Support	6,156.00
Educational Resource Center	42,373.48
Enrollment and Records Management	18,486.67
Facility Support Services	3,346.11
Hardware/Software - Employees	10,113.60
Human Resources Support	21,089.12
Internet Subsidy Payment Processing	25,065.00
School Curriculum Supplies	7,682.77
Short Term Substitute Teaching Services	42,915.28
Student Technology Assistance	133,879.17
Tangible and Intangible Instructional Materials	477,064.59
Technical Support and Repairs	50,444.62
Voiceover IP	18,231.59
	<hr/> 1,136,529.87

Revenue Based Charges

Marketing Services	39,641.95
School Administration	237,851.66
Treasury Services	59,462.92
	<hr/> 336,956.53

Special Education

Direct Services	554,335.80
Oversight and Liability	54,874.39
	<hr/> 609,210.19

Deficit Protection Credit

-

ISP Payment Reimbursement

65,414.03

Pass Through Expenses

123,845.23

Total Amount Due

2,687,072.49



INVOICE

Customer Bill-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002850

Date : 26-JUN-2019

Due Date : 26-JUL-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82036371

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAN

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$80.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$80.00
Amount Due :	USD	\$80.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002850							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036371	CalCAN	LiveSpeech Services May 19	1		80.00	0.00	80.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$80.00	\$0.00		\$80.00	



INVOICE

Customer Bill-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003037

Date : 16-JUL-2019

Due Date : 15-AUG-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82036371

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAN

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$80.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$80.00
Amount Due :	USD	\$80.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003037							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036371	CalCAN	LiveSpeech Services June 19	1		80.00	0.00	80.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$80.00	\$0.00	\$80.00		



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002848

Date : 26-JUN-2019

Due Date : 26-JUL-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82036369

Currency : USD

Shipment Terms :

Purchase Order Number : CenCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$720.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$720.00
Amount Due :	USD	\$720.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002848							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369	CenCA	LiveSpeech Services May 19	1		720.00	0.00	720.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$720.00	\$0.00		\$720.00	



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003039

Date : 16-JUL-2019

Due Date : 15-AUG-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82036369

Currency : USD

Shipment Terms :

Purchase Order Number : CenCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$560.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$560.00
Amount Due :	USD	\$560.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003039							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369	CenCA	LiveSpeech Services Jun 19	1		560.00	0.00	560.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$560.00	\$0.00		\$560.00	



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002849

Date : 26-JUN-2019

Due Date : 26-JUL-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82036370

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAR

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$720.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$720.00
Amount Due :	USD	\$720.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002849							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370	CalCAR	LiveSpeech Services May 19	1		720.00	0.00	720.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$720.00	\$0.00		\$720.00	



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003038

Date : 16-JUL-2019

Due Date : 15-AUG-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82036370

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAR

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$720.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$720.00
Amount Due :	USD	\$720.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003038							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370	CalCAR	LiveSpeech Services June 19	1		720.00	0.00	720.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$720.00	\$0.00		\$720.00	



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002847

Date : 26-JUN-2019

Due Date : 26-JUL-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82036368

Currency : USD

Shipment Terms :

Purchase Order Number : CapoCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$3,040.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$3,040.00
Amount Due :	USD	\$3,040.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002847							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368	CapoCA	LiveSpeech Services May 19	1		3,040.00	0.00	3,040.00
Invoice Total			Subtotal	Total Tax		Invoice Total	
			USD	USD		USD	
			\$3,040.00	\$0.00		\$3,040.00	



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003040

Date : 16-JUL-2019

Due Date : 15-AUG-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82036368

Currency : USD

Shipment Terms :

Certiport Customer ID :

Purchase Order Number : CapoCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$2,400.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$2,400.00
Amount Due :	USD	\$2,400.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003040							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368	CapoCA	LiveSpeech Services June 19	1		2,400.00	0.00	2,400.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$2,400.00	\$0.00	\$2,400.00		



INVOICE

Customer Bill-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002807

Date : 20-JUN-2019

Due Date : 20-JUL-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82036371

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAN

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$825.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$825.00
Amount Due :	USD	\$825.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002807							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036371	CalCAN	2018 - 2019 Math Time to Talk - 15 Enrollments @ \$55.00	1		825.00	0.00	825.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$825.00	\$0.00	\$825.00		



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002805

Date : 20-JUN-2019

Due Date : 20-JUL-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82036369

Currency : USD

Shipment Terms :

Purchase Order Number : CenCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$3,740.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$3,740.00
Amount Due :	USD	\$3,740.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002805							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369	CenCA	2018 - 2019 Math Time to Talk - 68 Enrollments @ \$55.00	1		3,740.00	0.00	3,740.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$3,740.00	\$0.00	\$3,740.00		



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002806

Date : 20-JUN-2019

Due Date : 20-JUL-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82036370

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAR

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$8,855.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$8,855.00
Amount Due :	USD	\$8,855.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002806							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370	CalCAR	2018 - 2019 Math Time Talk - 161 Enrollments @ \$55.00	1		8,855.00	0.00	8,855.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$8,855.00	\$0.00	\$8,855.00		



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002804

Date : 20-JUN-2019

Due Date : 20-JUL-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82036368

Currency : USD

Shipment Terms :

Purchase Order Number : CapoCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$25,080.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$25,080.00
Amount Due :	USD	\$25,080.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000002804							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368	CapoCA	2018 - 2019 Math Time to Talk - 456 Enrollment @ \$55	1		25,080.00	0.00	25,080.00
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$25,080.00		\$0.00		\$25,080.00

RESOLUTION FOR THE ORANGE COUNTY DEPARTMENT OF EDUCATION TO ISSUE FUNDS TO CHARTER SCHOOL

CALIFORNIA ONLINE PUBLIC SCHOOLS

RESOLUTION 8-19-3

WHEREAS, the California Connections Academy Southern California Charter School has been authorized by Capistrano Unified School District as a charter school; and

WHEREAS, California Connections Academy Southern California is operated as, or operated by California Online Public Schools, a California public benefit nonprofit corporation; and

WHEREAS, California Connections Academy Southern California Charter School has requested and has been approved to be funded under the New Charter School Funding Model and to receive funding; and

WHEREAS, the charter school is not required to deposit and invest its money with the County Treasurer; and

WHEREAS, the County Treasurer shall pay out monies as requested by the Charter school and the Orange County Department of Education.

THEREFORE, BE IT RESOLVED that the Governing Board of the California Connections Academy Southern California Charter School authorizes the Orange County Department of Education, in the form of a deputized signature, to issue funds in favor of the Charter School referred to herein, for all public funds received in the Orange County Treasury for the Charter School. The funds will be distributed when OCDE receives public funds with documentation indicating the Charter School as the recipient. These public funds include, but are not limited to, charter school Local Control Funding Formula (LCFF) state aid, other state and federal categorical aid, and lottery funds.

BE IT FURTHER RESOLVED, that the California Connections Academy Southern California Charter School has requested that all public funds received in the Orange County Treasury be issued using the Electronic Funds Transfer (EFT) payment method to the following charter school bank account:

Financial Institution:	Chase Bank
Address:	31972 Camino Capistrano
	San Juan Capistrano, CA 92675
Routing Number:	322271627
Account Number:	(to be added prior to submission to OCDE)
Account Type:	Analysis Account

BE IT FURTHER RESOLVED, only the following individuals employed by the charter school are authorized to request withdrawals from the county treasury to the above mentioned charter school bank account:

Name	Signature	Position	Phone Number	E-Mail Address
Richard Savage		Executive Director	949-661-1667 X3013	rsavage@calca.connectionsacademy.org
Frances Sassin		Director of Business Services	949-306-8498	fsassin@calca.connectionsacademy.org
LaChelle Carter		Director of Finance	410-949-0368	lacarter@calca.connectionsacademy.org

PASSED AND ADOPTED this 27rd day of August, 2019, by the Governing Board of the California Connections Academy Southern California Charter School, by the following vote:

Ayes: _____

Noes: _____

Absent: _____

CERTIFICATION

I, Elaine Pavlich, certify that the Governing Board of the California Connections Academy Southern California Charter School took action at a board meeting on August 27, 2019 to authorize the Orange County Department of Education to distribute funds to the Charter School, for all public funds received in the Orange County Treasury for the Charter School, according to the terms set forth in the authorization above.

I also certify that bank account is the charter school's account at the institution listed above as verified by the attached documents which may include a bank letter and a signed Internal Revenue Service (IRS) Form W-9.

Signature, Board President
by
Elaine Pavlich, Board President

Date

Signature, Secretary of the Board
by
Adam Pulsipher, Board Secretary

Date

ACKNOWLEDGEMENT OF RECEIPT BY:

Signature, Charter School Authorizing LEA

Date

Printed Name

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT ADMINISTRATORS**

RESOLUTION NUMBER 8-19-2

Submitted August 27, 2019

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account administrators the **Executive Director, the Director of Finance and the Director of Business Services**. Whoever holds these positions will be a Board authorized account administrator while s/he holds the office or position. All other previous account administrators will be removed as appropriate if they have left their position. If one of the listed positions changes titles, the new title will be the position authorized if that new title is a replacement for the previous title listed above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized account administrators for California Online Public Schools effective August, 2019 are:

Richard Savage, Executive Director
LaChelle Carter, Director of Finance
Frances Sassin, Director of Business Services

As authorized by:

Elaine Pavlich, Board President
California Online Public Schools, Board of Directors

Date

Adam Pulsipher, Board Secretary
California Online Public Schools, Board of Directors

Date

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE BANK ACCOUNT(S)**

RESOLUTION NUMBER 8-19-1

Submitted August 27, 2019

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes opening new bank accounts for the two new charter schools approved to open in September, 2019, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these and all other organization bank accounts: **Board President, Board Treasurer, Board Vice President, Board Secretary, Principals and Executive Director.** Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective August, 2019:

Elaine Pavlich, Board President
Diana Rivas, Board Vice President
Michael Henjum, Board Treasurer
Adam Pulsipher, Board Secretary
Heather Tamayo, Middle School Principal
Kara Mannix, High School Principal
Marcus White, Elementary Principal
Richard Savage, Executive Director

As authorized by:

Elaine Pavlich, Board President
California Online Public Schools, Board of Directors

Date

Adam Pulsipher, Board Secretary
California Online Public Schools, Board of Directors

Date

FIRST AMENDMENT TO LEASE AGREEMENT

THIS FIRST AMENDMENT TO LEASE (this "First Amendment") is made as of the Day day of Month, 2019 by and between CG Real Estate Investments, LLC (the "Lessor"), and California Online Public Schools, a California Public Benefit Non-Profit Corporation, formerly Capistrano Connections Academy, a California corporation (the "Lessee").

RECITALS

A. Lessor and Lessee have entered into that certain Standard Industrial Commercial Single-Tenant Lease - Gross, dated April 8, 2014 (the "Lease"), pursuant to which Lessor has leased to Lessee, and Lessee has leased from Lessor, approximately 10,632 square feet of Rentable Area, located at 33272 Valle Road, San Juan Capistrano, California, as more particularly described in the Lease (the "Premises"). All initially-capitalized terms not otherwise defined herein shall have the meanings ascribed to them in the Lease.

B. The Lease is scheduled to expire on July 31, 2019, and Lessor and Lessee wish to extend the Term of the Lease for an additional (61) sixty-one months subject to and in accordance with the terms hereof. In connection with such extension of the Term, Lessee and Lessor further desire to modify the Lease, and the Parties are agreeable to the same, on the terms and subject to the conditions set forth herein.

C. NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

AGREEMENTS

1. Lessee: Lessee hereby notifies Lessor that on or about August 28, 2018, the original Lessee Capistrano Connections Academy, a California corporation, merged with Alpaugh Academies, a California Non-Profit Public Benefit Corporation, which merger resulted in the entity known as California Online Public Schools, a California Public Benefit Non-Profit Corporation. Lessor's execution and delivery of this First Amendment shall constitute Lessor's consent to such Lessee entity change pursuant to the terms of the Lease (including Section 61).

2. Term: Lessor and Lessee agree that the Expiration Date is hereby extended to August 31, 2024.

3. Base Rent: Commencing August 1, 2019, the Base Rent shall be as set forth below:

<u>Base Rent Schedule</u>	
Months	Monthly Base Rent
August 1, 2019 – July 31, 2020	\$26,000.00
August 1, 2020 – July 31, 2021	\$26,780.00
August 1, 2021 – July 31, 2022	\$27,583.40
August 1, 2022 – July 31, 2023	\$28,410.90
August 1, 2023 – July 31, 2024	\$29,263.23
August 1, 2024 – August 31, 2024	\$30,141.13

4. Base Rent Abatement: Following Lessee's completion of all Energy Efficiency Improvements (as hereinafter defined) to the Premises, and after notice has been delivered to Lessor, in writing, with all Final approvals from the appropriate governmental agencies (if any, as may be applicable), Lessor shall provide Lessee with a Base Rent abatement in the amount of \$1,500 per month (the "Rent Abatement"). The Rent Abatement will commence on the first day of the month

immediately following Lessor's receipt of acceptable written notice from Lessee of the completion of the Energy Efficiency Improvements, and shall terminate on August 31, 2024.

Notwithstanding the provisions set forth in Sections 4, 7, and 13 of the Lease, the failure by Lessee to make any non-regularly scheduled Rent or other payment within 30 days after Lessor's written notification, or if there are more than 2 occurrences in any 12 month period whereby Lessor fails to receive any scheduled Rent payment when due, or in the event of any other material Default of the Lease by Lessee (whereby Lessee fails to cure said Default within the time period specified in the Lease which is hereby amended from 10 days to 30 days with respect to Section 7.1(c)), this provision shall be deemed null and void and any Rent Abatement given by Lessor to Lessee shall immediately become due and payable.

5. Base Year: Section 56 of the Lease is hereby amended to change the Base Year to calendar year 2019.

6. Security Deposit: The current Security Deposit is \$20,287.30.

7. Lessee Alterations: Subject to Lessor's prior written approval (which approval shall not be unreasonably withheld), Lessee, at Lessee's sole cost and expense, shall have the right to make energy efficiency improvements (the "Energy Efficiency Improvements") and the Lessee space alterations (the "Lessee Space Alterations") to the Premises as specified below and as shown on Exhibit "A". Notwithstanding the provisions set forth in Section 7 of the Lease (including those in Sections 7.3 and 7.4 in the Lease) and as a precondition to Lessor granting Lessee its approval for the Energy Efficiency Improvements and the Lessee Space Alterations, Lessee shall: i) utilize a licensed contractor approved by Lessor, ii) provide Lessor with acceptable detailed plans and specifications prior to the commencement of work, iii) acquire and provide Lessor with all applicable permits, and iv) remove the Lessee Space Alterations and restore the Premises to its original configuration and condition as of the original Lease Commencement Date (See Exhibit "B"). The Energy Efficiency Improvements shall be surrendered at the Expiration Date in good operating condition and repair, and shall become the property of Lessor. Lessor shall notify Lessee no less than 120 days prior to the Expiration Date if a new tenant has agreed to accept the Premises in the then modified configuration. If Lessor does not provide Lessee with said notice, then Lessee shall be responsible for restoring and delivering the Premises on the Expiration Date as indicated above.

Lessee Space Alterations:

- Install new CAT5 drops
- Modify/convert two (2) adjoining office/conference rooms into one (1) large conference room
- Convert open workstation area to storage room

Energy Efficiency Improvements:

- Install all new HVAC systems and related controls
- Install all new light fixtures with LED bulbs

All improvements and restoration shall be completed in a workable manner with materials, equipment, etc., (including hardware, doors, flooring, switches, ceiling tiles, T-Bar, lighting, etc.) consistent with existing building standards, and in accordance with all applicable building code requirements and ordinances.

8. Lessee's Property: Lessor and Lessee specifically acknowledge and agree that any of Lessee's Trade Fixtures (including but not limited to storage cabinets, record storage systems, etc.) shall remain the personal property of Lessee, and Lessee shall be responsible for the removal of same at the Expiration Date.

9. Option to Extend: Lessor hereby grants Lessee the Option to Extend the term of the Lease for two (2) additional thirty-six (36) month periods commencing when the prior term expires. The

Option(s) may be exercised only by notice, in writing, via a nationally recognized overnight courier and Lessor must receive the same at least 180 days but not more than 270 days prior to the date that the option period would commence. If proper notification of the exercise is not given and/or timely received, then the option shall expire and be of no force or effect. Options may only be exercised consecutively. The provisions of paragraph 39, including those relating to Lessee's Default set forth in paragraph 39.4 of the Lease, are conditions of this Option. In the event the option is exercised, all provisions of the Lease shall continue.

On September 1, 2024 and September 1, 2027 (the MRV Adjustment Dates), the monthly Base Rent shall be adjusted for each month of the then option period, and the new monthly Base Rent shall be calculated using the Market Rental Value ("MRV") method indicated below.

Market Rental Value Adjustment Method

Four months prior to the commencement date of the option to extend period, the Parties shall attempt to agree upon what the new Base Rent will be on the adjustment date. If agreement cannot be reached within thirty (30) days, then each Party, at its respective cost and by giving written notice to the other Party within ten (10) days thereafter, shall appoint a qualified appraiser with at least five (5) years full-time commercial appraisal experience in the area in which the Premises are located to appraise and set the Base Rent of the Premises. If a Party does not appoint an appraiser and within ten (10) days after the other Party has given written notice of the name of its appraiser, the single appraiser appointed shall be the sole appraiser and shall set the Base Rent of the Premises. If the two appraisers are appointed as stated in this paragraph, they shall meet within fifteen (15) days and immediately appoint a third appraiser. The 3 appraisers shall within 30 days of the appointment of the third appraiser reach a decision as to what the actual Base Rent for the Premises is, and whether Lessor's or Lessee's submitted Base Rent is closest thereto. The decision of a majority of the appraisers shall be binding on the Parties. The submitted Base Rent which is determined to be closest to the actual MRV shall be thereafter used by the Parties.

Notwithstanding the foregoing, the new Base Rent shall become the new Base Rent for the purpose of calculating any further adjustments. The formula used to calculate adjustments to the Base Rent during the Term of the Lease shall continue for the option period. This option is personal to Lessee and cannot be assigned or exercised by anyone other than Lessee and only while Lessee is in full possession of the Premises and without the intent of thereafter assigning or subletting. Lessor shall not be responsible for any Brokers Fee for the option periods.

All other extension or renewal options if previously provided in the Lease shall be null and void and of no further force or effect.

10. Lessee's Termination Right: Section 59 of the Lease is hereby amended and restated in its entirety to read as follows: "Lessee shall have an ongoing right to terminate this Lease as hereinafter provided if, and only if, absent a Default and Breach by Lessor, (a) the Capistrano Unified School District or (b) any other governmental body with authority, takes action or fails to take action resulting in the suspension, revocation or, non-renewal, of Lessee's charter or otherwise substantially limits or materially conditions Lessee's business of operating a public charter school (collectively, "Termination Event". Lessee may invoke the right to an early termination of this Lease at any time after August 1, 2021 and upon 180 days prior written notice to Lessor (the "Early Termination Notice"). Included with Lessee's Early Termination Notice shall be a Termination Fee (defined below) plus the prorated amount of any unearned Broker Commission paid to CBRE. The Termination Fee shall be: equal to 3 months of the then Base Rent if terminated between September 1, 2021 and August 31, 2022; equal to 2 months of the then Base Rent if terminated between September 1, 2022 and August 31, 2023; equal to 1 month of the then Base Rent if terminated between September 1, 2023 and August 31, 2024. All other termination rights if previously provided in the Lease shall be null and void and of no further force or effect."

Lessee notices are hereby changed as follows:

If to Lessee:	Name	California Connections Academy Schools Attn: Director of Bus. Services / Franci Sassini
	Address	33272 Valle Road San Juan Capistrano, California 92675
	Phone #	(949) 306-8498
	email	n/a

With a copy to:	Name	Connections Education LLC c/o Pearson Education Inc.
	Address	221 River Street Hoboken, NJ 07030 Attn: Lease Administration
	Phone #	(201) 767- 4414
	email	Pearson.lease.americas@cushwake.com

With a copy to:

Name	Connections Education LLC c/o Pearson Education Inc.
Address	221 River Street Hoboken, NJ 07030 Attn: General Counsel, North America
Phone #	(201) 236-7000
email	n/a

Lessor notices are hereby changed as follows:

If to Lessor:	Name	CG Real Estate Investments
	Address	9682 Villa Woods Drive Villa Park, CA 92861
	Phone #	(714) 393-9623
	email	n/a

With a copy to:	Name	interPres Commercial Realty
	Address	13300 Crossroads Pkwy, North, Suite 105 City of Industry, CA 91746
	Phone #	(562)692-2200
	email	peterp@interpresrealty.com


Following the mutual execution of this First Amendment to Lease, Lessor agrees that it shall pay a fee to CBRE (Lessee's Agent) equal to two percent (2%) of the total Base Rent for the extended Term of this Agreement, less the projected Rent Abatement amount. The fee shall be paid within 30 days following the Commencement Date of the extended Lease Term. Lessee represents and warrants that it has dealt with no other broker, agent or other person in connection with this transaction and that no broker, agent or other person brought about this transaction on behalf of Lessee and Lessee agrees to indemnify and hold Lessor harmless from and against any claims by any broker, agent or other person claiming a commission or other form of compensation by virtue of having dealt with Lessee with regard to this leasing transaction.

Lessor and Lessee hereby agree that (i) this First Amendment is incorporated into and made part of the Lease, (ii) any and all references to the Lease hereinafter shall include this First Amendment, and (iii) except as expressly modified in this First Amendment, the Lease and all terms, conditions and provisions of the Lease remain in full force and effect.

This First Amendment may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of such counterparts shall constitute one amendment. Execution copies of this First Amendment may be delivered by facsimile, electronic, or email, and the parties hereto agree to accept and be bound by facsimile signatures, electronic, or scanned signatures transmitted via email hereto; provided however, upon either party's written request to the other, each party will deliver an original execution copy of this First Amendment. The signature of any party on a facsimile document or scanned document transmitted via email, for purposes hereof, is to be considered as an original signature, and the document transmitted is to be considered to have the same binding effect as an original signature on an original document. At the request of either party, any facsimile document or scanned document transmitted via email is to be re-executed in original form by the party who executed the original facsimile document, electronic, or scanned document. Neither party may raise the use of a facsimile machine or scanned document or the fact that any signature was transmitted through the use of facsimile machine, electronic, or email as a defense to the enforcement of this First Amendment.

IN WITNESS WHEREOF, the parties have executed this First Amendment as of the date first written above.

LESSOR: CG Real Estate Investments, LLC.

By:  _____
 Name: Vince Corti
 Title: Owner
 7/12/2019

LESSEE: California Online Public Schools, a California
Public Non-Profit Benefit Corporation

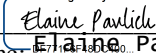
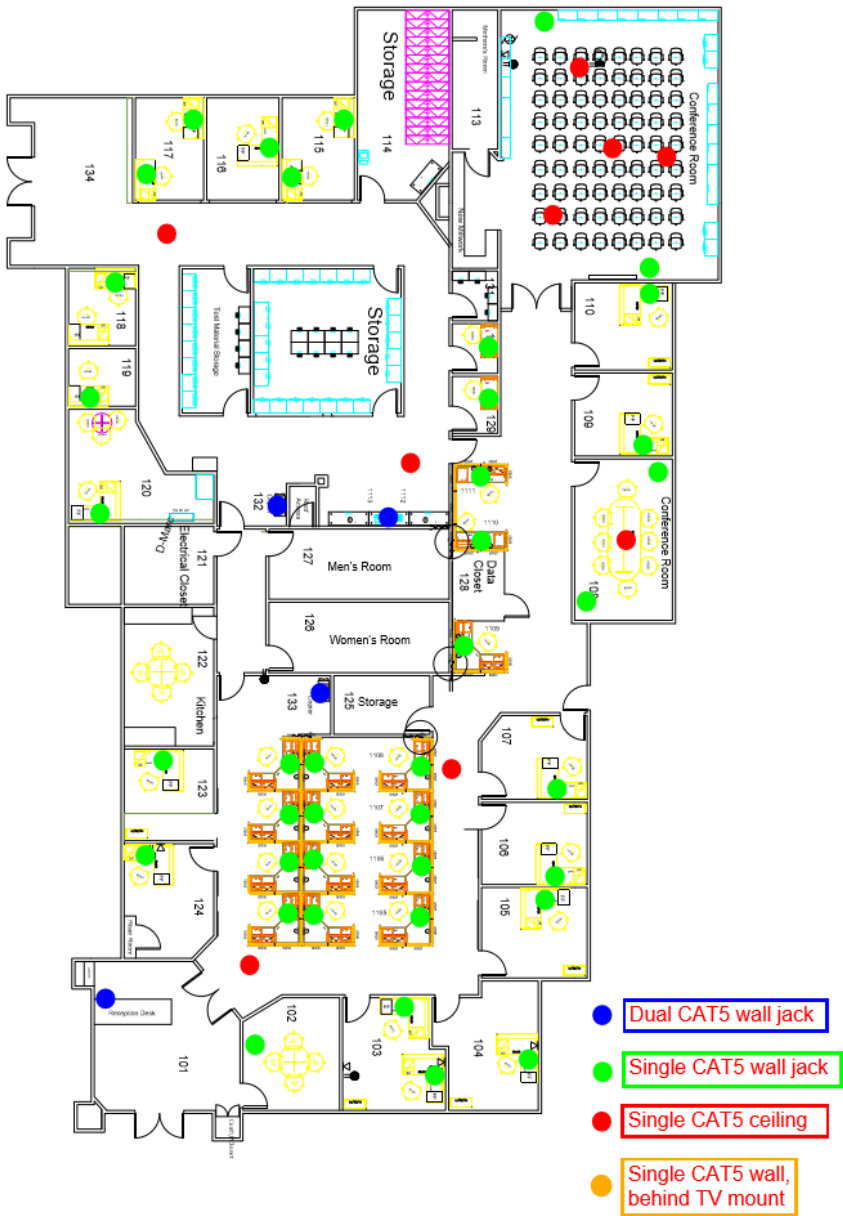
By:  _____
 Name: Elaine Pavlich
 Title: CALOPS Board President
 7/12/2019
 By: _____
 Name: _____
 Title: _____

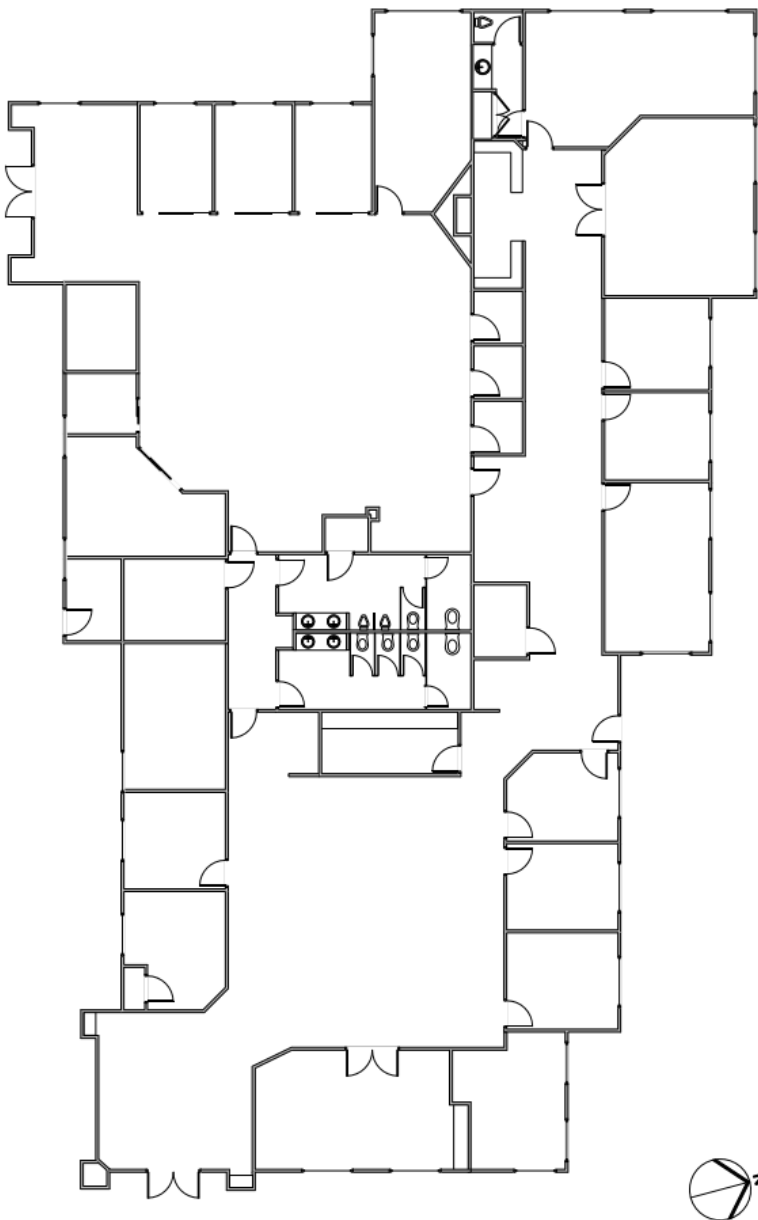
EXHIBIT "A"
SPACE PLAN

LESSEE SPACE ALTERATIONS



**EXHIBIT “B”
SPACE PLAN**

**CONFIGURATION OF PREMISES
AT
ORIGINAL LEASE COMMENCEMENT**



CALIFORNIA ONLINE PUBLIC SCHOOLS
CONTRACT FOR BUSINESS AND FINANCIAL SERVICES

This AGREEMENT is hereby made and entered into this 1st day of July, 2019, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and California Online Public Schools, 33272 Valle Road, San Juan Capistrano, California 92675, hereinafter referred to as SCHOOL. SUPERINTENDENT and SCHOOL shall be collectively referred to as the Parties.

WHEREAS, the SCHOOL has requested selected business and financial services of SUPERINTENDENT to fulfill or perform defined obligations and duties; and

WHEREAS, SUPERINTENDENT is willing to provide support services as requested by SCHOOL.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2019, and ending on June 30, 2020, subject to termination as set forth in this AGREEMENT. This AGREEMENT shall automatically terminate in the event that the SCHOOL is revoked, dissolved, abandoned, or closed.

2.0 SCOPE OF WORK. SCHOOL hereby engages SUPERINTENDENT as an independent contractor to perform selected business and financial services and SUPERINTENDENT hereby agrees to perform said work upon the terms and conditions set forth herein. SUPERINTENDENT'S responsibilities shall include the following:

2.1 SERVICES PROVIDED BY SUPERINTENDENT FOR CalPERS & CalSTRS
RETIREMENT REPORTING.

- a. SUPERINTENDENT agrees to transmit retirement reporting and processing information, earnings and contributions for current fiscal year for SCHOOL to CalSTRS and/or CalPERS as specified in the SCHOOL'S charter.
- b. SUPERINTENDENT agrees to coordinate reporting and processing of retirement (CalSTRS and/or CalPERS) information, earnings and contributions for prior fiscal year(s) if not already reported at an additional cost.
- c. SUPERINTENDENT will serve as contact agency in working with CalSTRS and/or CalPERS in resolving problems and answering questions related to reporting and processing of retirement (CalSTRS and/or CalPERS) information.
- d. Upon notification from CalPERS or CalSTRS, SUPERINTENDENT will notify SCHOOL of errors and recommend possible resolutions.
- e. SUPERINTENDENT agrees to provide SCHOOL with training and information for completion of required reports:
 - 1) Instructions and training will be provided by SUPERINTENDENT'S Retirement Services Unit. SCHOOL agrees to send a representative to the

1 next available training following the
2 effective date of this AGREEMENT.

3 2) Training will be provided in all areas
4 necessary for retirement reporting and
5 completion of forms. The following materials
6 and documents will be provided at the
7 training:

8 a) Procedures for completing forms to report
9 CalPERS/CalSTRS payroll information (via
10 e-mail, FTP or diskette).

11 b) Timelines for submitting reports/
12 conditions.

13 c) CalPERS/CalSTRS Manuals.

14 3) SCHOOL staff will be included in all
15 retirement workshops provided to school
16 districts for ongoing training.

17 4) SCHOOL will be added to mailing list for
18 distribution of information concerning
19 CalPERS/CalSTRS.

20 f. SUPERINTENDENT will forward all Bulletins related to
21 CalPERS/CalSTRS to the Business Manager of SCHOOL or
22 their appointed designee.

23 3.0 SCHOOL RESPONSIBILITIES. The SCHOOL shall be responsible for the
24 following retirement reporting and processing services:

25 a. SCHOOL may employ an outside vendor or payroll service
agency to submit monthly retirement reporting

1 information. SCHOOL and vendor or agency will coordinate
2 all reporting with SUPERINTENDENT'S Retirement Services
3 Unit.

4 b. SCHOOL agrees to notify SUPERINTENDENT of any changes in
5 outside vendor or payroll services immediately.

6 c. SCHOOL shall provide the required retirement system's
7 resolution to SUPERINTENDENT prior to the beginning of
8 retirement reporting and processing.

9 d. SCHOOL agrees to adhere to all current and future
10 timelines as established by SUPERINTENDENT for retirement
11 reporting and processes.

12 e. SCHOOL is solely responsible for accuracy of all data and
13 compliance with timelines, deadlines, and security in
14 remitting information to SUPERINTENDENT.

15 f. SCHOOL will provide SUPERINTENDENT accurate retirement
16 and payroll data and/or information necessary for
17 completing and implementing reporting and processing of
18 retirement (CalSTRS and/or CalPERS).

19 g. SCHOOL shall send required retirement reporting
20 information on an Excel spreadsheet provided by
21 SUPERINTENDENT via e-mail to the SUPERINTENDENT'S
22 Retirement Supervisor by the 3rd business day of each
23 month.

24 h. Funding to cover employee and district retirement
25 contributions must be received by SUPERINTENDENT by the
3rd business day of each month. This AGREEMENT does not

- 1 provide for temporary borrowing or transferring of funds
2 from the County Treasury by the SCHOOL.
- 3 i. All retirement contribution funding must be wired to
4 SUPERINTENDENT.
- 5 j. SCHOOL shall provide completed CalSTRS and CalPERS forms
6 as requested by SUPERINTENDENT.
- 7 k. SCHOOL is responsible for providing CalPERS/CalSTRS
8 membership information to employees as required by
9 California Education Code Sections 22455.5, 22460, and
10 22509 and Government Code Sections 20280 through 20309.5.
- 11 l. SCHOOL is responsible for monitoring employees' earnings
12 and hours for mandatory membership under California
13 Government Code Section 20305 and California Education
14 Code Sections 22500 through 22504.
- 15 m. SCHOOL is also responsible for monitoring employee
16 membership status with regard to exclusions (Section
17 20300) and choice of election (Section 20309).
- 18 n. SCHOOL is responsible for monitoring CALPERS/CALSTRS
19 Retirees for post-retirement earnings / hours compliance
20 as per California Education Code Section 22461 and
21 Government Code Section 21229.
- 22 o. SCHOOL shall maintain all payroll/retirement records for
23 employees. These records must be retained indefinitely
24 for adjustment processing purposes.
- 25 p. SCHOOL will designate one of its employees to serve as
contact person between SCHOOL and SUPERINTENDENT for

1 matters related to reporting and processing of retirement
2 (CalSTRS and/or CalPERS) information.

3 q. SCHOOL will submit CalPERS/CalSTRS required forms,
4 reports and/or file to SUPERINTENDENT according to the
5 SUPERINTENDENT provided schedule.

6 r. SCHOOL accepts financial responsibility for all CalPERS,
7 CalSTRS, and/or SUPERINTENDENT fines and penalties
8 resulting from incomplete, inaccurate, or late reports
9 and/or inadequate or late deposits.

10 s. SCHOOL accepts financial responsibility for all CalPERS
11 and CalSTRS fees and/or assessments required for
12 participation in pension funds, such as those related to
13 compliance with statements issued by the Governmental
14 Accounting Standards Board (GASB).

15 4.0 PAYMENT.

16 4.1 SCHOOL agrees to pay SUPERINTENDENT the fees for services
17 satisfactorily rendered pursuant to Section 2.0 of this AGREEMENT
18 for the period commencing as of July 1, 2019 and ending June 30,
19 2020. The fees to be paid to SUPERINTENDENT for services rendered
20 are as follows:

21 4.1.1 Retirement reporting and processing fee: Nine
22 dollars and twenty-seven cents (\$9.27) per
23 Employee per Monthly Payroll.

24 4.1.2 Monthly services will be invoiced quarterly.

25 4.1.3 SUPERINTENDENT may assess fees for late report
submission or late deposits. SCHOOL will be

1 notified in advance of a fee being assessed. Fees
2 associated with late submission or deposits will
3 be included on quarterly invoice.

4 4.1.4 Payment for services is due thirty (30) days from
5 invoice date. Failure to remit payments on time
6 could delay or terminate services.

7 4.1.5 SCHOOL agrees to designate the person and provide
8 a current billing address for receiving invoices.

9 4.2 Payment shall be made no later than thirty (30) days from
10 the date of SUPERINTENDENT'S invoice. SCHOOL shall direct all
11 payments to: Orange County Superintendent of Schools, P.O. Box 9050,
12 Costa Mesa, California 92628-9050, Attn: Accounts Receivable, or at
13 such other place as SUPERINTENDENT may designate in writing.

14 5.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times to
15 be an independent contractor and shall be wholly responsible for the
16 manner in which the services required by the terms of this AGREEMENT
17 are performed. Nothing herein contained shall be construed as
18 creating the relationship of employer and employee, or principal and
19 agent, between SUPERINTENDENT and SCHOOL. SUPERINTENDENT assumes
20 the responsibility for the acts and omissions of its employees or
21 agents as they relate to the services to be provided.
22 SUPERINTENDENT, its officers, agents and employees, shall not be
23 entitled to any rights, and/or privileges of SCHOOL employees and
24 shall not be considered in any manner to be SCHOOL employees.

1 6.0 INDEMNIFICATION/HOLD HARMLESS.

2 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold
3 harmless SCHOOL, its officers, agents, and employees from liability
4 and claims of liability for bodily injury, personal injury,
5 sickness, disease, or death of any person or persons, or damage to
6 any property, real personal, tangible or intangible, arising out of
7 the negligent acts or omissions of employees, agents or officers of
8 SUPERINTENDENT or the Orange County Board of Education during the
9 period of this AGREEMENT.

10 B. SCHOOL hereby agrees to indemnify, defend, and hold harmless
11 SUPERINTENDENT, the Orange County Board of Education, and its
12 officers, agents, and employees from liability and claims of
13 liability for bodily injury, personal injury, sickness, disease, or
14 death of any person or persons, or damage to any property, real,
15 personal, tangible or intangible, arising out of the negligent acts
16 or omissions of employees, agents or officers of SCHOOL during the
17 period of this AGREEMENT.

18 7.0 NON-DISCRIMINATION. SUPERINTENDENT and SCHOOL agree that they
19 will not engage in unlawful discrimination of persons because of
20 race, color, religious creed, national origin, ancestry, physical
21 handicap, medical condition, marital status, or age or sex of such
22 persons.

23 8.0 APPLICABLE LAW. The services completed herein must meet the
24 approval of the SCHOOL'S general right of inspection to secure the
25 satisfactory completion thereof. SCHOOL agrees to comply with all
federal, state and local laws, rules, regulations and ordinances

1 that are now or may in the future become applicable to SCHOOL,
2 SCHOOL'S business, equipment and personnel engaged in operations
3 covered by this AGREEMENT or occurring out of the performance of
4 such operations.

5 9.0 ASSIGNMENT. SUPERINTENDENT shall not subcontract or assign the
6 performance of any of the services in this AGREEMENT without prior
7 written approval of the SCHOOL.

8 10.0 INSPECTION AND AUDIT. SCHOOL agrees that SUPERINTENDENT shall
9 have access to and right to examine, audit, excerpt, copy or
10 transcribe any applicable records of the SCHOOL pertinent to this
11 AGREEMENT. SUPERINTENDENT agrees that SCHOOL shall have access to
12 and right to examine, audit, excerpt, copy or transcribe any
13 applicable records of the SUPERINTENDENT pertinent to this
14 AGREEMENT. SUPERINTENDENT and SCHOOL shall maintain records of
15 services provided and financial records for a period of five (5)
16 years.

17 11.0 TOBACCO USE POLICY. In the interest of public health,
18 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
19 use of any tobacco products are prohibited in buildings and
20 vehicles, and on any property owned, leased or contracted for by the
21 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
22 abide with conditions of this policy could result in the termination
23 of this AGREEMENT.

24 12.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT
25 or SCHOOL, with or without cause, upon the giving of thirty (30)
days prior written notice to the other party.

1 13.0 NOTICES. All notices or demands to be given under this
2 Agreement by either party to the other shall be in writing and given
3 either by: i) Personal service, or ii) U.S. Mail, mailed either by
4 registered or certified mail, return receipt requested, with postage
5 prepaid. Service shall be considered given when received if
6 personally served or, if mailed, on the third (3rd) day after
7 deposit in any U.S. Post Office. The address to which notices or
8 demands may be given by either party may be changed by written
9 notice given in accordance with the notice provisions of this
10 section. As of the date of this AGREEMENT the addresses of the
11 parties are as follows:

12 SCHOOL: California Online Public Schools
13 33272 Valle Road
14 San Juan Capistrano, California 92675
Attn: _____

15 SUPERINTENDENT: Orange County Superintendent of Schools
16 200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

17 14.0 SEVERABILITY. If any term, condition or provision of this
18 AGREEMENT is held by a court of competent jurisdiction to be
19 invalid, void, or unenforceable, the remaining provisions will
20 nevertheless continue in full force and effect, and shall not be
21 affected impaired or invalidated in any way.

22 15.0 GOVERNING LAW. The terms and conditions of this AGREEMENT
23 shall be governed by the laws of the State of California, with venue
24 in Orange County, California.

25 16.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
attached hereto constitute the entire agreement between

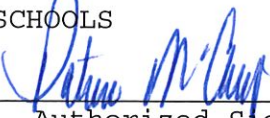
1 SUPERINTENDENT and SCHOOL regarding the services and any agreement
2 made shall be ineffective to modify this AGREEMENT in whole or in
3 part unless such agreement is embodied in an Amendment to this
4 AGREEMENT which has been signed by both Parties. This AGREEMENT
5 supersedes all prior negotiations, understandings, representations
6 and agreements.

7 IN WITNESS WHEREOF, the Parties hereto have caused this
8 AGREEMENT to be executed.

9 SCHOOL: CALIFORNIA ONLINE
PUBLIC SCHOOLS

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

10 BY: 
11 Authorized Signature

BY: 
Authorized Signature

12 PRINTED NAME: Elaine Pavlich

PRINTED NAME: Patricia McCaughey

13 TITLE: Board President

TITLE: Administrator

14 DATE: 7/1/19

DATE: June 14, 2019

15 51-0596749
FEDERAL IDENTIFICATION NUMBER

17 California Online Public Schools(48402)-Business and Financial Services-CalPERS & CalSTRS
18 Retirement Reporting 2019-2020
ZIP4

**California Connections Academy Schools
Spending Plans for funds from the
Education Protection Account
For the 2012-13 through 2018-19 plus 2019-20 Fiscal Years**

Presented to the Board of Directors on August 27, 2019

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 meetings, the boards 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 for each of the California Connections Academy Schools, as well as for the funding that we will be receiving for both existing schools as well as newly authorized schools that will open in 2019-20.

Uses

We used the EPA funds for the years 2012-13 through 2018-19, and plan to use the funds during 2019-20, to pay for teacher salaries and benefits.

Funding by School and by Year

**California Connections Academy Southern California
Formerly known as Capistrano Connections Academy**

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

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

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

The amount of the 2018-19 funds received and expended was \$730,420.

The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$713,412, and may be more.

California Connections Academy @ Central
Formerly known as Central California Connections Academy

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 amount of the 2018-19 funds received and expended was \$782,376, which includes a prior year adjustment amount of \$1,287.

The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$719,505, and may be more.

California Connections Academy @ Ripon

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 amount of the 2018-19 funds received and expended was \$2,105,262, which includes a prior year adjustment amount of \$3,417.

The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$1,917,086, and may be more.

California Connections Academy North Bay
Formerly known as California Connections Academy @North Bay

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 amount of the 2018-19 funds received and expended was \$36,242.

The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$35,380, and may be more.

California Connections Academy Central Coast

The 2019-20 school year will be the first year in operation for this charter school. The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$35,380, and may be more.

California Connections Academy Monterey Bay

The 2019-20 school year will be the first year in operation for this charter school. The amount of funds expected to be received for 2019-20 and to be spent in accordance with this plan will be a minimum of \$35,380, and may be more.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Central Coast

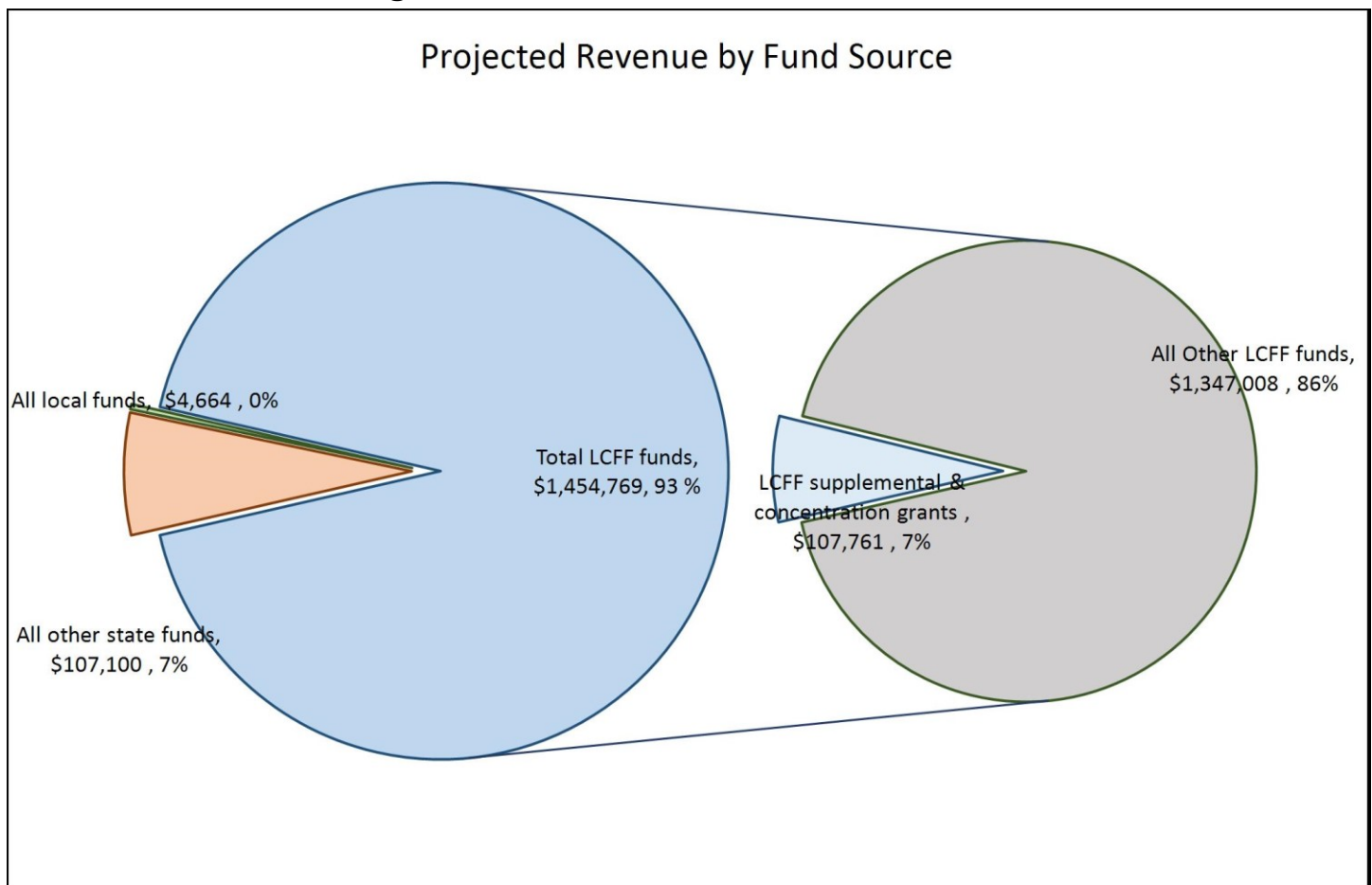
CDS Code: 42-75010-0138891

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Richard Savage, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

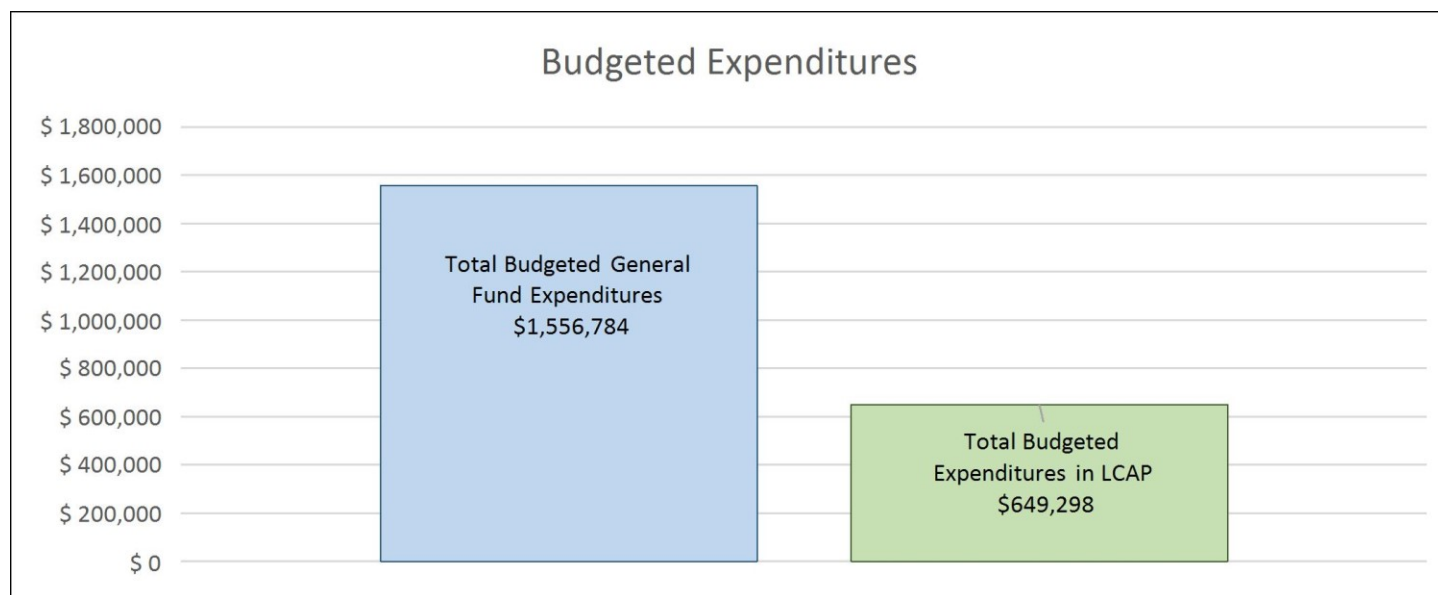


This chart shows the total general purpose revenue California Connections Academy Central Coast expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy Central Coast is \$1,566,533, of which \$1,454,769 is Local Control Funding Formula (LCFF), \$107,100 is other state funds, \$4,664 is local funds, and \$0 is federal funds. Of the \$1,454,769 in LCFF Funds, \$107,761 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Connections Academy Central Coast plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

California Connections Academy Central Coast plans to spend \$1,556,784 for the 2019-20 school year. Of that amount, \$649,298 is tied to actions/services in the LCAP and \$907,486 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

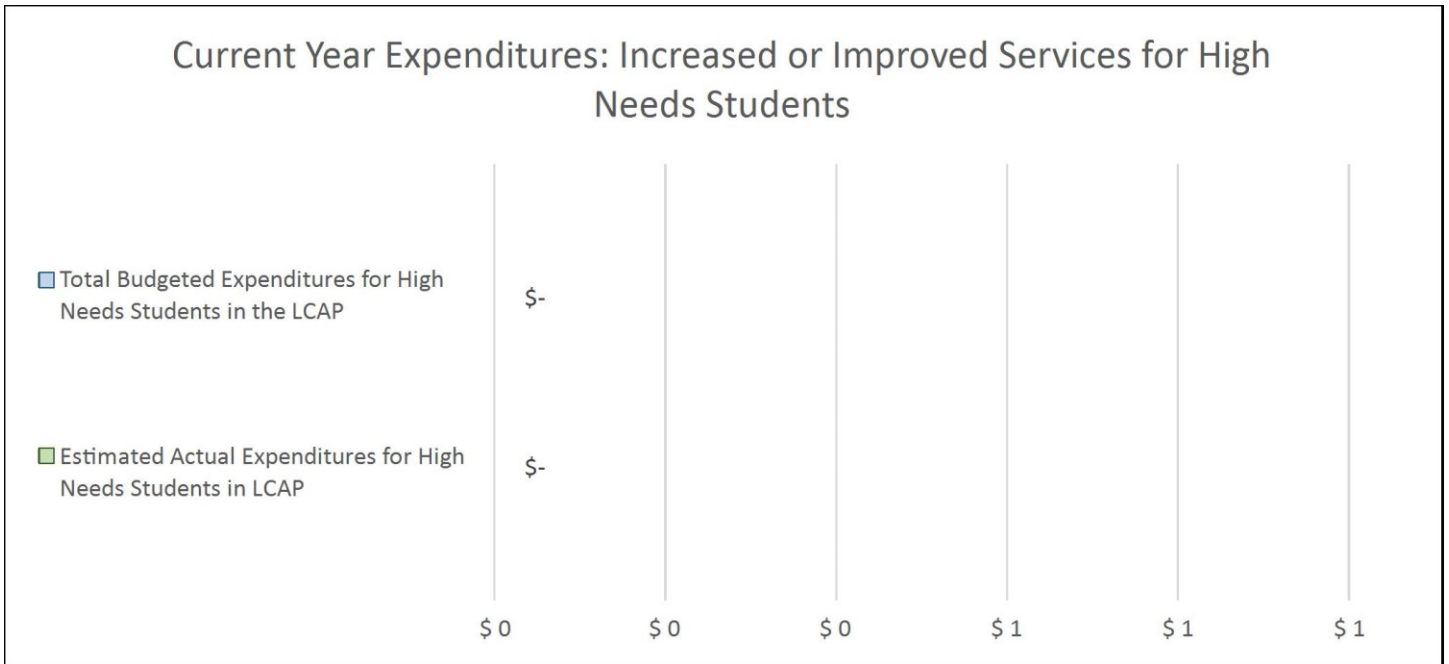
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. One exception is that most of the administrative support staff, involved in such activities as office management, attendance accounting, student records, etc. are not included. Other expenses include fees for services such as administrative services (HR, accounting, etc.); software licensing fees; technical support services; community outreach services; administrative support services for the instructional program; curriculum and instructional materials; insurance; professional development costs, including travel and conference; facility costs, including utilities, phone, internet as well as office supplies and equipment; costs to administer state testing to students; district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, California Connections Academy Central Coast is projecting it will receive \$107,761 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Central Coast must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, California Connections Academy Central Coast plans to spend \$181,938 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what California Connections Academy Central Coast budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Central Coast estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, California Connections Academy Central Coast's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. California Connections Academy Central Coast estimates that it will actually spend \$0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Executive Director	rsavage@calca.connectionsacademy.org (949) 461-1667 Ext. 3013

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

California Connections Academy Central Coast serves students in grades K-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura and San Luis Obispo. In the 2019-2020 school year, the school will open its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Central Coast will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Connections Education, LLC for curriculum, technology, and support services.

California Connections Academy Central Coast's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality

curriculum that combines the best in print and technology and which is designed to meet all state standards.

Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Central Coast program and which have an effect on the performance metrics described in this LCAP include:

- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate.
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As mentioned, California Connections Academy Central Coast is a brand new school. However, as a member of an existing charter organization, LCAP goals are based on historical trends of the California Connections Academy Schools already in existence. Recently, the state launched its new accountability system and has been making ongoing adjustments to it. Ongoing efforts are being made to learn, review and analyze the new system and the school results, as well as informing various stakeholder groups about the new system and how the school performs. Now that data over several years is available for the existing schools, trends over time can be tracked. Data from the state's accountability system (referred to here as the LCFF Evaluation Rubrics) will be incorporated into the LCAP in future years. In addition, the school will collect as much comprehensive data as possible on its internal assessments, including data on student group performance.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

OVERVIEW

As a member of an established charter organization, California Connections Academy Central Coast, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results. Sample survey questions for each stakeholder group are listed below.

STAKEHOLDER SURVEYS: PARENTS

Sample Survey Questions for Parents

Based on your experiences in this school year, what grade would you give the Connections Academy program overall, for all your students?

Do you recommend Connections Academy to parents whose children are not enrolled in the program?

Compared to your child's/children's previous school, how satisfied are you with the Connections Academy program? Overall, how satisfied is your child/children with the Connections Academy program?

Please tell us how much you agree or disagree with the following statement about Connections Academy: the teachers improve the learning experience.

Please rate the overall quality of your school events that you have attended this year.

STUDENTS

Sample Survey Questions for Students

Overall, how satisfied are you with the Connections Academy program?

Compared to your previous school, how satisfied are you with Connections Academy?

STAFF

Sample Survey Questions for Staff

How well do you agree or disagree with each of these statements?

I am proud to work at my school.

My school leader sets a clear direction for my school.

I feel comfortable speaking with my manager about my needs.

I have access to the learning and development I need to do my job well.

My manager is invested in my development and continued growth.

OTHER METHODS:

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee

The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, students, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee.

School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and

addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Town Hall Parent Meetings

Once or twice a year, town hall style meetings are offered to all parents in the school to allow expanded opportunities for ALL parents to give feedback. The school's Parent Involvement Policies and Compact are reviewed, along with school performance data, LCAP and Title I information, accreditation information, and school goals.

Brown Bag Staff Meetings

School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings

The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District input

The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings

During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods. One

result of the WASC process is a multi-year Action Plan, which is reviewed and updated annually. This Action Plan is also aligned to the LCAP and the School Improvement Plans so that efforts to increase student achievement are focused and concerted throughout the school. The first significant WASC visit will be in fall of 2019, since as a new school, the school must seek an initial accreditation.

Executive Leadership Team Meetings

These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school and end of year 'all staff' meetings

In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

Community partnerships

The school engages with various community partners and regularly solicits feedback from these organizations. For example, the school has developed relationships with group foster homes, with organizations who serve amateur student athletes, with colleges, and with various counseling and mental health organizations. These organizations are able to give feedback on various aspects of the school, including and especially how the school is serving certain "at risk" populations such as foster youth, students with health issues, and Special Education students.

SYNTHESIS OF STAKEHOLDER FEEDBACK:

From late March to early June each year the Executive Leadership Team works to analyze stakeholder feedback and prioritize a list of actions through a series of drafts of the LCAP goals and actions. Updates are given to multiple stakeholders. Feedback on the draft LCAP is also solicited from various stakeholders prior to final adoption.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The following goals were generated to guide the process of receiving and analyzing stakeholder input into the LCAP:

1. Creating an informed community who is engaged in the school and is comfortable giving input.
2. Maintaining stakeholder engagement in the process and checking stakeholder priorities.
3. Alignment of stakeholder input with LCAP goals and actions.
4. Achieving continuous school improvement by using stakeholder feedback to inform changes to the operational and instructional program.

During the annual cycle of developing the LCAP, the stakeholder input received up through the first semester of school is used to guide the development of the goals and priorities. In particular, the initial goals and outcomes will be reviewed to see where changes may need to be made. When additional input is received during the spring semester, the Executive Leadership team checks for alignment of the draft LCAP goals with the feedback received. When suggestions are received that are not already incorporated into the draft LCAP, the additional input is discussed and a decision is made as to how the specific suggestion fits into the current school improvement priorities, and whether to include any additional goals, actions or expenditures into the LCAP. Each summer and fall, the results of the annual update will be reviewed to see if the outcomes are met in order to begin working on updating goals and outcomes for the following year's LCAP.

During the 2018-19 school year, data from internal measurements was more readily available and multiple years of data were available to analyze trends in the existing schools. In addition, the state accountability system was reviewed and so performance in those areas was analyzed. Analysis of data from both of these sources led to similar conclusions about the areas of strengths and areas of need for the existing schools, and these trends were then applied to applying the goals and actions for the existing schools to the new school.

SYNTHESIS OF STAKEHOLDER FEEDBACK

As in previous years, the results of the various surveys were analyzed and trends were reviewed for the existing schools. In addition, the input received from the various stakeholder meetings was compiled and reviewed. All stakeholder groups received information about school performance, including the updated School Dashboard information during 2018-19. LCAP goals and actions were reviewed and stakeholders were specifically asked if they agreed with the goals. In creating the LCAP, most goals have not changed much over the past several years, as stakeholders agreed they were of the highest priority and additional work is still needed.

A summary of the survey results is as follows:

- On the parent survey, four areas out of six analyzed increased slightly and the rest did not differ significantly from the previous year.
- On the student survey, one of the two areas analyzed decreased slightly and the other did not differ significantly from the previous year. This trend will be closely monitored for possible connection to dropout rates.
- On the staff survey, four areas out of six analyzed increased or remained the same, and two areas decreased.

School leadership is committed to making the work on updating and improving the School Improvement Plan, the WASC Action Plan, the LEA Plan for Title funds (as applicable), and the LCAP goals and actions synergistic in order to create a common set of goals and actions. This will also better allow school staff to monitor and evaluate progress on goals, and that analysis can in turn be used to inform modifying the goals to meet the needs of the school. In addition, as a charter school, it is important that the goals in the LCAP support the overarching student outcomes approved in the charter, and that progress towards those student outcomes is the focus of school improvement efforts. Continuing efforts to align these accountability systems will be ongoing.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Charter Goal 1 Charter Goal 2

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Performance on state assessments and annual progress on local assessments.				Establish a baseline with a target of a green Dashboard indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$20,790
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$1,939

Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries High School Assistant Principal
Amount			\$54,062
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PLCs will discuss Math performance data and determine best strategies and methods and will implement best practices

to re-teach Math standards that were missed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$402,020
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation, including Title I positions
Amount			\$1,173
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Career Ladder for Math Department

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A Math Support Program will be implemented, including various Supplemental Instructional Support Programs, expand access to Math tutoring services, enhance the Math "Time to Talk", and assign Math Intervention Specialists at various grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$20,790
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$3,619
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Math Intervention Specialists compensation
Amount			\$200
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Math tutoring services

Amount			\$107
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Summer hours for elementary Math program planning
Amount			\$1,448
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Math "Time To Talk" Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The Special Education PLC will work to analyze assessment results for SpED

		students, determine additional interventions needed, and implement those interventions. Additional support lessons will be provided. The structure of the SpED support will be designed to provide more individualized student support based on stakeholder feedback.
--	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$43,784
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries Special Education teacher salaries
Amount			\$3,333
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Services compensation
Amount			\$1,740
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Additional Assistant Director of Student Services

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$91
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID membership and resources
Amount			\$90
Source			LCFF

Budget Reference			1000-1999: Certificated Personnel Salaries AVID Coordinator career ladder compensation
Amount			\$32
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID tutoring services

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Director of Student Achievement monitor student academic performance, conduct data analysis, oversee PLC work and

research assessment tools for internal assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$4,360
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Salary for Director of Student Achievement

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PLC professional development will be held during the summer for identified lead teachers. Topics to include goal articulation, data analysis, and progress monitoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$858
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries PLC Professional Development Summer Hours

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.
--	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$340
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures New Data Analysis Software Subscription

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Charter Goal 1 Charter Goal 2

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Performance on state assessments and annual progress on local assessments.				Establish a baseline with a target of a green Dashboard indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA standards that were missed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$20,790
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$1,939

Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries High School Assistant Principal
Amount			\$54,062
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and

results will be presented to the appropriate Professional Learning Communities (PLCs).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$402,020
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will use standards based reports to determine student intervention needs and will provide ELA interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$20,790
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$402,020
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. Additional support lessons will be provided. The structure of the SpED support will be designed to provide more individualized student support based on stakeholder feedback.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$43,784
Source	<input type="text"/>	<input type="text"/>	Other
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Special Education Teacher compensation
Amount	<input type="text"/>	<input type="text"/>	\$3,333
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Director of Student Services compensation
Amount	<input type="text"/>	<input type="text"/>	\$882
Source	<input type="text"/>	<input type="text"/>	LCFF

Budget
Reference

2000-2999: Classified Personnel
Salaries
Salary for new Admin support for
Student Services to support SEIS

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement and expand the AVID program
in order to provide additional support for
college readiness to at risk student
populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$91
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID membership and resources
Amount			\$90
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries AVID Coordinator career ladder compensation
Amount			\$32
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID tutoring services

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	<input type="text" value="\$4,360"/>
Source	<input type="text"/>	<input type="text"/>	<input type="text" value="LCFF"/>
Budget Reference	<input type="text"/>	<input type="text"/>	<input type="text" value="1000-1999: Certificated Personnel Salaries
Salary for Director of Student Achievement"/>

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	<input type="text" value="\$858"/>
Source	<input type="text"/>	<input type="text"/>	<input type="text" value="LCFF"/>
Budget Reference	<input type="text"/>	<input type="text"/>	<input type="text" value="1000-1999: Certificated Personnel Salaries
PLC Professional Development
Summer Hours"/>

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$340
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures New Data Analysis Software Subscription

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

The school will work to maintain student retention and parent participation and engagement rates at high levels. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: Charter Goal 4 Charter Goal 6

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent with a Positive Intent to Return, Withdrawal rate during the school year				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The Learning Coach Support System will be implemented, continuing with enhancements to the Learning Coach Support Plan, including improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$8,079
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

Family Relationship Specialist
teacher compensation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication.

Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.

--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$402,020
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education Teacher Compensation
Amount			\$26,216
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <div></div>	Select from New, Modified, or Unchanged for 2018-19 <div></div>	Select from New, Modified, or Unchanged for 2019-20 <div>New Action</div>
--	--	--

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Implementation of field trip and other in-person school events will be ongoing in order to increase attendance and improve the experiences of those who attend.
--	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$361
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Community Outreach Manager compensation
Amount			\$2,385
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Field trip and student activities Coordinators career ladder compensation
Amount			\$8,500
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Student activities budget line item

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$69,277
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Student technology assistance budget line item

Amount			\$5,775
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Internet Subsidy payments

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support positions will be added as needed to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,740
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Assistant Director of Student Services compensation
Amount			\$942
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries New Administrative Assistant to support Student Services
Amount			\$541
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Student Services Specialists career ladder compensation

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

An attendance committee will review and analyze attendance data, looking for any negative trends so that immediate action steps can be taken. Special Education staff will be included to address the needs of that population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$2,076
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount			\$2,385
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Community Outreach Manager Compensation
Amount			\$1,739
Source			LCFF

Budget
Reference

2000-2999: Classified Personnel
Salaries
Assistant Director of Business
Services compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Graduation rates and UC a-g completion rates will exceed minimum requirements as measured by the California Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Goal 3

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates on external and internal measures and a-g completion rate				Target graduation rate of 67% or greater.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will involve counseling staff to actively manage students' four year plans to ensure graduation requirements are being met.

Efforts will be made to do regular credit checks and to engage students in the planning process as soon as possible after enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$26,216
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Credit recovery options will be made available, including a robust credit recovery program, and students will be identified as eligible candidates via

transcript evaluations which will occur upon enrollment and at the end of each semester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$180
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Credit Recovery Program Coordinator career ladder compensation
Amount			\$20,790
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Guidance department policies and procedures will be developed to insure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$2,578
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount	<input type="text"/>	<input type="text"/>	\$2,076
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount	<input type="text"/>	<input type="text"/>	\$451
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Career Ladder compensation for Counseling Coordinators for training

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$2,578
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation

Amount			\$2,076
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount			\$54,062
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop and implement a plan to achieve high performance on the Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.

Initial implementation of the Information and Computer Technology CTE Pathway will begin in the fall.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,651
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries College and Career Counseling position added
Amount			\$2,578
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount			\$54,062
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

Continue current plan to address science lab experimentation and exploration, including curriculum enhancements and alignments, and continue to add additional a-g approved courses.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$2,578
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure access and participation in college visits, college tours, college info sessions and college testing. Add additional summer school offerings as part of the grant to help get credit deficient students back on track to graduate on time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,651
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

Amount			\$200
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Payment for college entrance tests for low income students
Amount			\$2,578
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount			\$60
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Virtual Job Shadow curriculum

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.

2019-20 Actions/Services

Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$43,784
Source	<input type="text"/>	<input type="text"/>	Other
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Special Education teacher salaries
Amount	<input type="text"/>	<input type="text"/>	\$3,333
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Director of Student Services compensation

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement an Early Warning and Response System. Implementation of this system involves:
Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$26,216
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation

Amount			\$4,360
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Achievement Compensation
Amount			\$1,739
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Assistant Director of Business Services Compensation
Amount			\$340
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Subscription for Data Management Software

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop a Career College Access
Pathway with a community college partner
to expand dual enrollment options.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$3,878
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Assistant Principal Compensation
Amount	<input type="text"/>	<input type="text"/>	\$2,076
Source	<input type="text"/>	<input type="text"/>	LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

The English Language Learner program will be developed and implemented in order to improve students' English language acquisition.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
Local Priorities: Charter Goal 1 Charter Goal 2 Charter Goal 3

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Successful implementation of new elements of ELL program				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Assign personnel to support ELL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$859
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Compensation for additional ELL teachers added
Amount			\$135
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

Career Ladder for EL Specialist position

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELPAC testing during the summer so that more students can be placed in support sections or re-designated earlier in the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$29
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Summer pay for ELPAC testing

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support positions will be added to the Student Services Department to better serve ELL and RFEP students in order to enhance their experience and promote success and retention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$942
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Additional Administrative Support position to support Student Services Department

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,284
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries English Language Learner Program Coordinator compensation

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$5,239
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries EL teacher salaries
Amount			\$4,360
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Achievement compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 6

The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the schools online program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Goal 2 Charter Goal 3 Charter Goal 4

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Policies, procedures and training resources				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster/homeless students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the identification process for foster and homeless youth during the enrollment and placement process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$26,216
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation
Amount			\$1,484
Source			LCFF

Budget
Reference

2000-2999: Classified Personnel
Salaries
Enrollment Coordinator
compensation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school will train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to insure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$537
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Portion of salary for assigned foster/homeless liaisons

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster/homeless

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration

for modifications to graduation requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$26,216
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster/homeless students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.

2019-20 Actions/Services

Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$537
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries 10% of compensation of foster/homeless liaison(s)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Online math tutoring services and summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these

		students access the online tutoring, including WiFi hotspots.
--	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$11
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Online tutoring services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$107761

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This is the first year in operation. All supplemental funds will be used to support services to unduplicated pupils. Since the school expects to have approximately 40% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. In future years, if supplemental funds increase, the services provided to the unduplicated student population will be increased by a proportional amount. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further supporting the credit based courses for high school ELL students and developing procedures to address LTEL students.
2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support.
3. AVID program including a credit bearing AVID course and AVID tutoring services.
4. Credit recovery options for at risk students, including additional funds for the summer school program for summer of 2020 which will be used for students who are at the highest risk of not graduating on time.
5. Additional opportunities for a-g coursework, including addition of more a-g approved courses in 2020, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. A counselor who exclusively focuses on college and career readiness, in order to identify and implement programs and services to increase the rates of unduplicated students considered college and career ready, and improve student engagement at the high school level.
7. Support for Learning Coaches so that they are able to better support and engage students, especially students considered “at risk”.
8. Develop a formal Career Technical Education Pathways program, including partnerships with colleges and businesses.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	0.00	2,378,143.00	2,378,143.00
LCFF	0.00	0.00	0.00	0.00	2,246,791.00	2,246,791.00
Other	0.00	0.00	0.00	0.00	131,352.00	131,352.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	0.00	2,378,143.00	2,378,143.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	2,175,242.00	2,175,242.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	12,214.00	12,214.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	69,337.00	69,337.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	121,350.00	121,350.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	0.00	2,378,143.00	2,378,143.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	2,043,890.00	2,043,890.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	131,352.00	131,352.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	12,214.00	12,214.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	69,337.00	69,337.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	121,350.00	121,350.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00	560,776.00	560,776.00
Goal 2	0.00	0.00	0.00	0.00	955,391.00	955,391.00
Goal 3	0.00	0.00	0.00	0.00	532,036.00	532,036.00
Goal 4	0.00	0.00	0.00	0.00	262,091.00	262,091.00
Goal 5	0.00	0.00	0.00	0.00	12,848.00	12,848.00
Goal 6	0.00	0.00	0.00	0.00	55,001.00	55,001.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					117,203.00
LCFF			0.00	0.00	117,203.00
Other			0.00	0.00	0.00
			0.00	0.00	
			0.00	0.00	
			0.00	0.00	

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					2,249,694.00
LCFF			0.00	0.00	2,118,342.00
Other			0.00	0.00	131,352.00
			0.00	0.00	
			0.00	0.00	
			0.00	0.00	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Monterey Bay

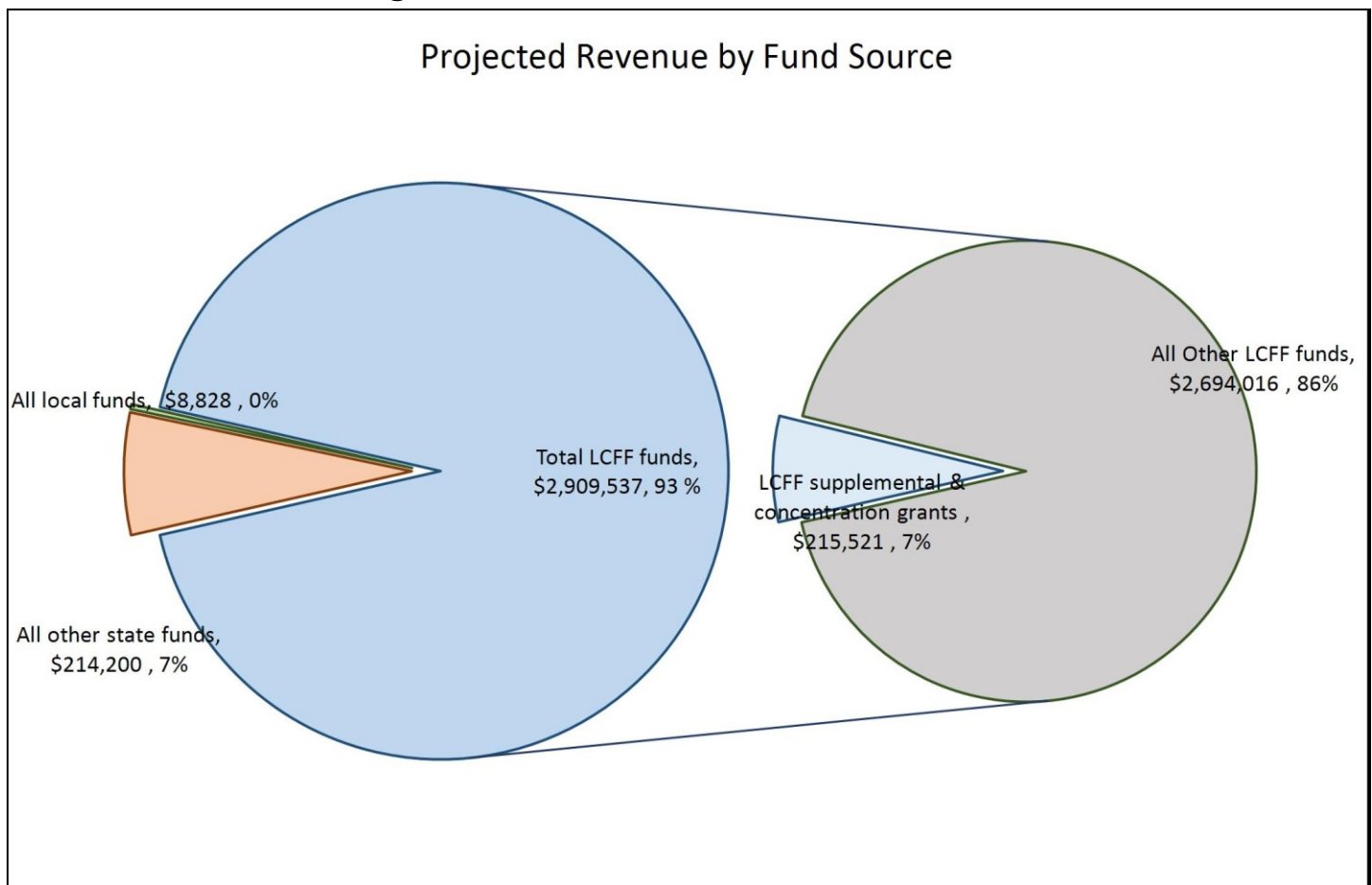
CDS Code: 44-75432-0139410

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Richard Savage, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

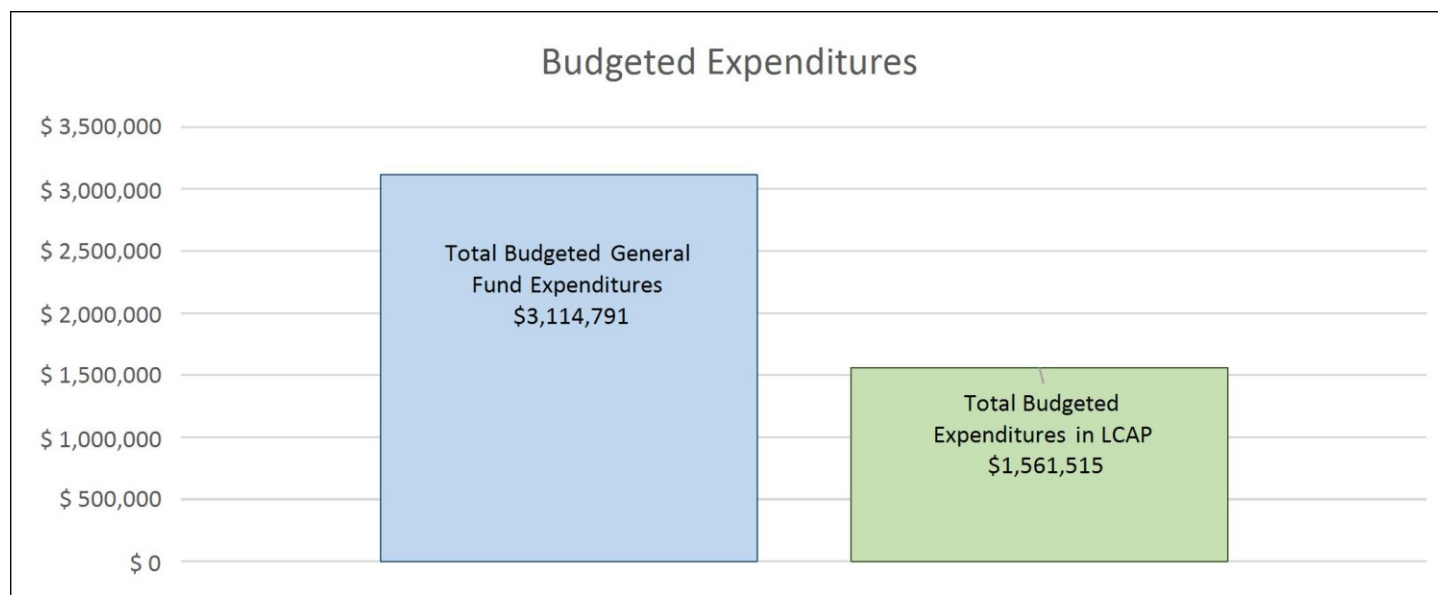


This chart shows the total general purpose revenue California Connections Academy Monterey Bay expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy Monterey Bay is \$3,132,565, of which \$2,909,537 is Local Control Funding Formula (LCFF), \$214,200 is other state funds, \$8,828 is local funds, and \$0 is federal funds. Of the \$2,909,537 in LCFF Funds, \$215,521 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Connections Academy Monterey Bay plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

California Connections Academy Monterey Bay plans to spend \$3,114,791 for the 2019-20 school year. Of that amount, \$1,561,515 is tied to actions/services in the LCAP and \$1,553,276 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

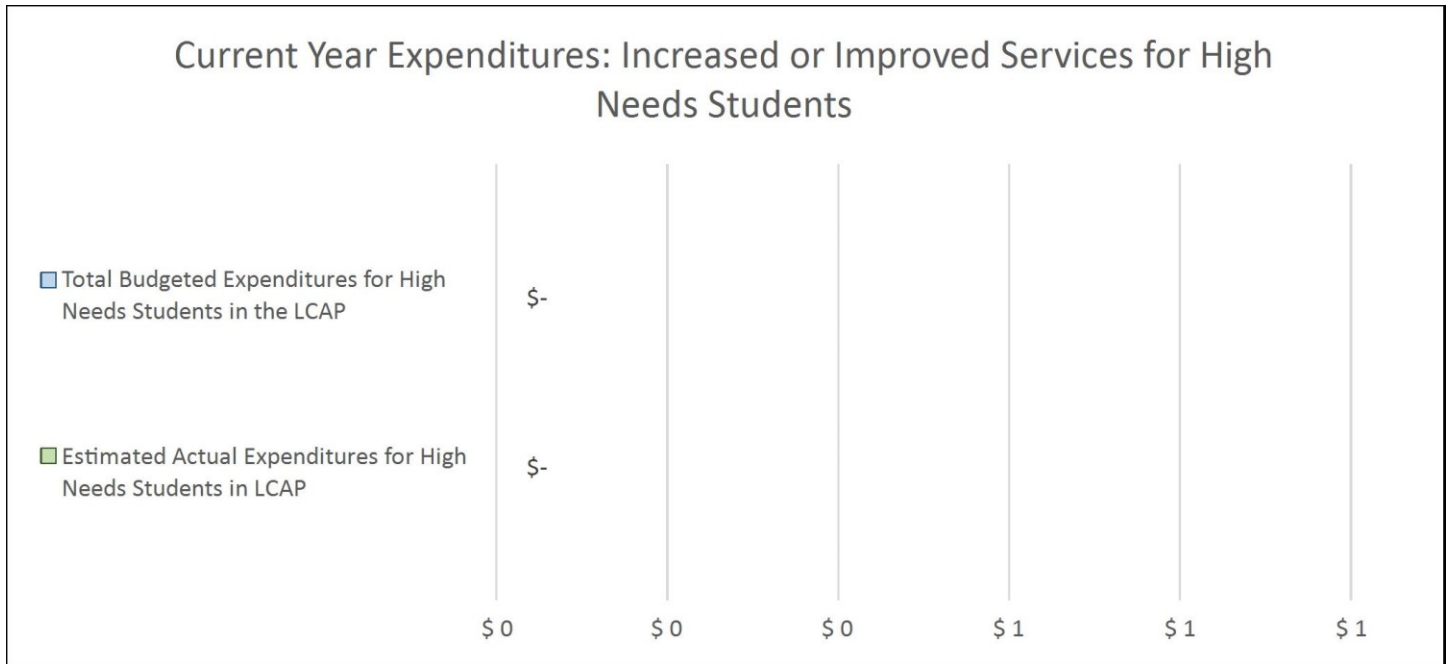
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. One exception is that most of the administrative support staff, involved in such activities as office management, attendance accounting, student records, etc. are not included. Other expenses include fees for services such as administrative services (HR, accounting, etc.); software licensing fees; technical support services; community outreach services; administrative support services for the instructional program; curriculum and instructional materials; insurance; professional development costs, including travel and conference; facility costs, including utilities, phone, internet as well as office supplies and equipment; costs to administer state testing to students; district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, California Connections Academy Monterey Bay is projecting it will receive \$215,521 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Monterey Bay must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, California Connections Academy Monterey Bay plans to spend \$406,866 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what California Connections Academy Monterey Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Monterey Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, California Connections Academy Monterey Bay's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. California Connections Academy Monterey Bay estimates that it will actually spend \$0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Executive Director	rsavage@calca.connectionsacademy.org (949) 461-1667 Ext. 3013

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

California Connections Academy Monterey Bay serves students in grades K-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school will open its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Monterey Bay will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Connections Education, LLC for curriculum, technology, and support services.

California Connections Academy Monterey Bay's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality

curriculum that combines the best in print and technology and which is designed to meet all state standards.

Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Monterey Bay program and which have an effect on the performance metrics described in this LCAP include:

- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate.
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As mentioned, California Connections Academy Monterey Bay is a brand new school. However, as a member of an existing charter organization, LCAP goals are based on historical trends of the California Connections Academy Schools already in existence. Recently, the state launched its new accountability system and has been making ongoing adjustments to it. Ongoing efforts are being made to learn, review and analyze the new system and the school results, as well as informing various stakeholder groups about the new system and how the school performs. Now that data over several years is available for the existing schools, trends over time can be tracked. Data from the state's accountability system (referred to here as the LCFF Evaluation Rubrics) will be incorporated into the LCAP in future years. In addition, the school will collect as much comprehensive data as possible on its internal assessments, including data on student group performance.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

OVERVIEW

As a member of an established charter organization, California Connections Academy Monterey Bay, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results. Sample survey questions for each stakeholder group are listed below.

STAKEHOLDER SURVEYS: PARENTS

Sample Survey Questions for Parents

Based on your experiences in this school year, what grade would you give the Connections Academy program overall, for all your students?

Do you recommend Connections Academy to parents whose children are not enrolled in the program?

Compared to your child's/children's previous school, how satisfied are you with the Connections Academy program? Overall, how satisfied is your child/children with the Connections Academy program?

Please tell us how much you agree or disagree with the following statement about Connections Academy: the teachers improve the learning experience.

Please rate the overall quality of your school events that you have attended this year.

STUDENTS

Sample Survey Questions for Students

Overall, how satisfied are you with the Connections Academy program?

Compared to your previous school, how satisfied are you with Connections Academy?

STAFF

Sample Survey Questions for Staff

How well do you agree or disagree with each of these statements?

I am proud to work at my school.

My school leader sets a clear direction for my school.

I feel comfortable speaking with my manager about my needs.

I have access to the learning and development I need to do my job well.

My manager is invested in my development and continued growth.

OTHER METHODS:

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee

The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, students, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee.

School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and

addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Town Hall Parent Meetings

Once or twice a year, town hall style meetings are offered to all parents in the school to allow expanded opportunities for ALL parents to give feedback. The school's Parent Involvement Policies and Compact are reviewed, along with school performance data, LCAP and Title I information, accreditation information, and school goals.

Brown Bag Staff Meetings

School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings

The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District input

The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings

During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods. One

result of the WASC process is a multi-year Action Plan, which is reviewed and updated annually. This Action Plan is also aligned to the LCAP and the School Improvement Plans so that efforts to increase student achievement are focused and concerted throughout the school. The first significant WASC visit will be in fall of 2019, since as a new school, the school must seek an initial accreditation.

Executive Leadership Team Meetings

These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school and end of year 'all staff' meetings

In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year “all staff” meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

Community partnerships

The school engages with various community partners and regularly solicits feedback from these organizations. For example, the school has developed relationships with group foster homes, with organizations who serve amateur student athletes, with colleges, and with various counseling and mental health organizations. These organizations are able to give feedback on various aspects of the school, including and especially how the school is serving certain “at risk” populations such as foster youth, students with health issues, and Special Education students.

SYNTHESIS OF STAKEHOLDER FEEDBACK:

From late March to early June each year the Executive Leadership Team works to analyze stakeholder feedback and prioritize a list of actions through a series of drafts of the LCAP goals and actions. Updates are given to multiple stakeholders. Feedback on the draft LCAP is also solicited from various stakeholders prior to final adoption.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The following goals were generated to guide the process of receiving and analyzing stakeholder input into the LCAP:

1. Creating an informed community who is engaged in the school and is comfortable giving input.
2. Maintaining stakeholder engagement in the process and checking stakeholder priorities.
3. Alignment of stakeholder input with LCAP goals and actions.
4. Achieving continuous school improvement by using stakeholder feedback to inform changes to the operational and instructional program.

During the annual cycle of developing the LCAP, the stakeholder input received up through the first semester of school is used to guide the development of the goals and priorities. In particular, the initial goals and outcomes will be reviewed to see where changes may need to be made. When additional input is received during the spring semester, the Executive Leadership team checks for alignment of the draft LCAP goals with the feedback received. When suggestions are received that are not already incorporated into the draft LCAP, the additional input is discussed and a decision is made as to how the specific suggestion fits into the current school improvement priorities, and whether to include any additional goals, actions or expenditures into the LCAP. Each summer and fall, the results of the annual update will be reviewed to see if the outcomes are met in order to begin working on updating goals and outcomes for the following year's LCAP.

During the 2018-19 school year, data from internal measurements was more readily available and multiple years of data were available to analyze trends in the existing schools. In addition, the state accountability system was reviewed and so performance in those areas was analyzed. Analysis of data from both of these sources led to similar conclusions about the areas of strengths and areas of need for the existing schools, and these trends were then applied to applying the goals and actions for the existing schools to the new school.

SYNTHESIS OF STAKEHOLDER FEEDBACK

As in previous years, the results of the various surveys were analyzed and trends were reviewed for the existing schools. In addition, the input received from the various stakeholder meetings was compiled and reviewed. All stakeholder groups received information about school performance, including the updated School Dashboard information during 2018-19. LCAP goals and actions were reviewed and stakeholders were specifically asked if they agreed with the goals. In creating the LCAP, most goals have not changed much over the past several years, as stakeholders agreed they were of the highest priority and additional work is still needed.

A summary of the survey results is as follows:

- On the parent survey, four areas out of six analyzed increased slightly and the rest did not differ significantly from the previous year.
- On the student survey, one of the two areas analyzed decreased slightly and the other did not differ significantly from the previous year. This trend will be closely monitored for possible connection to dropout rates.
- On the staff survey, four areas out of six analyzed increased or remained the same, and two areas decreased.

School leadership is committed to making the work on updating and improving the School Improvement Plan, the WASC Action Plan, the LEA Plan for Title funds (as applicable), and the LCAP goals and actions synergistic in order to create a common set of goals and actions. This will also better allow school staff to monitor and evaluate progress on goals, and that analysis can in turn be used to inform modifying the goals to meet the needs of the school. In addition, as a charter school, it is important that the goals in the LCAP support the overarching student outcomes approved in the charter, and that progress towards those student outcomes is the focus of school improvement efforts. Continuing efforts to align these accountability systems will be ongoing.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Charter Goal 1 Charter Goal 2

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Performance on state assessments and annual progress on local assessments.				Establish a baseline with a target of a green Dashboard indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)

Budgeted Expenditures

Amount			\$41,580
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$4,847
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries High School Assistant Principal
Amount			\$135,156
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		PLCs will discuss Math performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.

Budgeted Expenditures

Amount			\$1,005,050
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation, including Title I positions
Amount			\$2,933
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Career Ladder for Math Department

Action 3

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		A Math Support Program will be implemented, including various Supplemental Instructional Support Programs, expand access to Math tutoring services, enhance the Math "Time to Talk", and assign Math Intervention Specialists at various grade levels.

Budgeted Expenditures

Amount			\$41,580
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$9,048
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Math Intervention Specialists compensation
Amount			\$499
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Math tutoring services
Amount			\$268
Source			LCFF

Budget Reference			1000-1999: Certificated Personnel Salaries Summer hours for elementary Math program planning
Amount			\$3,620
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Math "Time To Talk" Services

Action 4

Students with Disabilities	All Schools
----------------------------	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. Additional support lessons will be provided. The structure of the SpED support will be designed to provide more individualized student support based on stakeholder feedback.

Budgeted Expenditures

Amount			\$109,461
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries Special Education teacher salaries
Amount			\$8,332
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Services compensation
Amount			\$4,350
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Additional Assistant Director of Student Services

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	All Schools
--	------------	-------------

Actions/Services

		New Action
		Implement and expand the AVID program in order to provide additional support for

		college readiness to at risk student populations.
--	--	---

Budgeted Expenditures

Amount			\$228
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID membership and resources
Amount			\$226
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries AVID Coordinator career ladder compensation
Amount			\$80
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID tutoring services

Action 6

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		Director of Student Achievement monitor student academic performance, conduct

		data analysis, oversee PLC work and research assessment tools for internal assessments.
--	--	---

Budgeted Expenditures

Amount			\$10,901
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Salary for Director of Student Achievement

Action 7

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

Actions/Services

		New Action
		PLC professional development will be held during the summer for identified lead teachers. Topics to include goal articulation, data analysis, and progress monitoring.

Budgeted Expenditures

Amount			\$2,145
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries PLC Professional Development Summer Hours

Action 8

All	All Schools
-----	-------------

OR		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.

Budgeted Expenditures

Amount			\$850
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures New Data Analysis Software Subscription

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Charter Goal 1 Charter Goal 2

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Performance on state assessments and annual progress on local assessments.				Establish a baseline with a target of a green Dashboard indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA standards that were missed.
--	--	--

Budgeted Expenditures

Amount			\$41,580
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$4,847
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries High School Assistant Principal
Amount			\$135,156
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs).

Budgeted Expenditures

Amount			\$1,005,050
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation

Action 3

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		Teachers will use standards based reports to determine student intervention needs and will provide ELA interventions.
--	--	---

Budgeted Expenditures

Amount			\$41,580
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center
Amount			\$1,005,050
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education teacher compensation

Action 4

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. Additional support lessons will be provided. The structure of the SpED support will be designed to

		provide more individualized student support based on stakeholder feedback.
--	--	--

Budgeted Expenditures

Amount			\$109,461
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries Special Education Teacher compensation
Amount			\$8,332
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Services compensation
Amount			\$2,206
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Salary for new Admin support for Student Services to support SEIS

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR		
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

		New Action
		Implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.

Budgeted Expenditures

Amount			\$228
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID membership and resources
Amount			\$226
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries AVID Coordinator career ladder compensation
Amount			\$80
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures AVID tutoring services

Action 6

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		Director of Student Achievement monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Budgeted Expenditures

Amount			\$10,901
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Salary for Director of Student Achievement

Action 7

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		PLC professional development will be held during the summer for identified lead teachers. Topics to include goal articulation, data analysis, and progress monitoring.

Budgeted Expenditures

Amount			\$2,145
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries PLC Professional Development Summer Hours

Action 8

All	All Schools
-----	-------------

OR		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.

Budgeted Expenditures

Amount			\$850
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures New Data Analysis Software Subscription

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

The school will work to maintain student retention and parent participation and engagement rates at high levels. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Charter Goal 4 Charter Goal 6

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent with a Positive Intent to Return, Withdrawal rate during the school year				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		The Learning Coach Support System will be implemented, continuing with enhancements to the Learning Coach Support Plan, including improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.
--	--	---

Budgeted Expenditures

Amount			\$20,198
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Family Relationship Specialist teacher compensation

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		<p>Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication.</p> <p>Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.</p>
--	--	---

Budgeted Expenditures

Amount			\$1,005,050
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries General Education Teacher Compensation
Amount			\$65,539
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation

Action 3

OR		
Actions/Services		
		New Action

		Implementation of field trip and other in-person school events will be ongoing in order to increase attendance and improve the experiences of those who attend.
--	--	---

Budgeted Expenditures

Amount			\$5,962
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Community Outreach Manager compensation
Amount			\$902
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Field trip and student activities Coordinators career ladder compensation
Amount			\$7,500
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Student activities budget line item

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR		
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

		New Action
		Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops.

Budgeted Expenditures

Amount			\$138,554
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Student technology assistance budget line item
Amount			\$11,725
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Internet Subsidy payments

Action 5

All	All Schools
-----	-------------

OR		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Support positions will be added as needed to the Student Services Department to

		better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.
--	--	--

Budgeted Expenditures

Amount			\$4,350
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Assistant Director of Student Services compensation
Amount			\$2,121
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries New Administrative Assistant to support Student Services
Amount			\$1,354
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Student Services Specialists career ladder compensation

Action 6

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		An attendance committee will review and analyze attendance data, looking for any negative trends so that immediate action steps can be taken. Special Education staff will be included to address the needs of that population.

Budgeted Expenditures

Amount			\$5,190
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount			\$5,962
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Community Outreach Manager Compensation
Amount			\$4,348
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Assistant Director of Business Services compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Graduation rates and UC a-g completion rates will exceed minimum requirements as measured by the California Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Goal 3

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates on external and internal measures and a-g completion rate				Target graduation rate of 67% or greater.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		<p>School will involve counseling staff to actively manage students' four year plans to ensure graduation requirements are being met.</p> <p>Efforts will be made to do regular credit checks and to engage students in the planning process as soon as possible after enrollment.</p>

Budgeted Expenditures

Amount			\$65,539
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor salaries

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners Foster Youth Low Income	Schoolwide	All Schools
--	------------	-------------

Actions/Services

		New Action
		Credit recovery options will be made available, including a robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which will occur upon enrollment and at the end of each semester.

Budgeted Expenditures

Amount			\$451
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Credit Recovery Program Coordinator career ladder compensation
Amount			\$41,580
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Educational Resource Center

Action 3

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		Guidance department policies and procedures will be developed to insure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.

Budgeted Expenditures

Amount			\$6,446
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount			\$5,190
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount			\$1,128
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Career Ladder compensation for Counseling Coordinators for training

Action 4

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.

Budgeted Expenditures

Amount			\$6,446
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount			\$5,190
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation
Amount			\$135,156
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 5

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		<p>Develop and implement a plan to achieve high performance on the Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.</p> <p>Initial implementation of the Information and Computer Technology CTE Pathway will begin in the fall.</p>

Budgeted Expenditures

Amount			\$4,127
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries College and Career Counseling position added
Amount			\$6,446
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation

Amount			\$135,156
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Executive Leadership Team compensation

Action 6

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	All Schools
--	------------	-------------

Actions/Services

Modified Action	Modified Action	Modified Action
	Continue current plan to address science lab experimentation and exploration, including curriculum enhancements and alignments, and continue to add additional a-g approved courses.	

Budgeted Expenditures

Amount			\$6,446
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation

Action 7

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

New Action

Ensure access and participation in college visits, college tours, college info sessions and college testing. Add additional summer school offerings as part of the grant to help get credit deficient students back on track to graduate on time.

Budgeted Expenditures

Amount

\$4,127

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
College and Career Counseling
position added

Amount

\$500

Source

LCFF

Budget
Reference

5000-5999: Services And Other
Operating Expenditures
Payment for college entrance tests
for low income students

Amount			\$6,446
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Counseling compensation
Amount			\$150
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Virtual Job Shadow curriculum

Action 8

Students with Disabilities

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.

Budgeted Expenditures

Amount			\$109,461
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries Special Education teacher salaries

Amount			\$8,332
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Services compensation

Action 9

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		<p>Implement an Early Warning and Response System. Implementation of this system involves:</p> <p>Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.</p>

Budgeted Expenditures

Amount			\$65,539
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation
Amount			\$10,901
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Director of Student Achievement Compensation
Amount			\$4,348
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Assistant Director of Business Services Compensation
Amount			\$850
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Subscription for Data Management Software

Action 10

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.

Budgeted Expenditures

Amount			\$4,847
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Assistant Principal Compensation
Amount			\$5,190
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Manager of Academic Support compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

The English Language Learner program will be developed and implemented in order to improve students' English language acquisition.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Local Priorities: Charter Goal 1 Charter Goal 2 Charter Goal 3

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Successful implementation of new elements of ELL program				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Schoolwide

All Schools

Actions/Services

New Action

Assign personnel to support ELL students.

Budgeted Expenditures

Amount

\$2,148

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Compensation for additional ELL
teachers added

Amount

\$338

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Career Ladder for EL Specialist
position

Action 2

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

		ELPAC testing during the summer so that more students can be placed in support sections or re-designated earlier in the school year.
--	--	--

Budgeted Expenditures

Amount			\$72
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Summer pay for ELPAC testing

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners	Schoolwide	All Schools
------------------	------------	-------------

Actions/Services

		New Action
		Support positions will be added to the Student Services Department to better serve ELL and RFEP students in order to enhance their experience and promote success and retention.

Budgeted Expenditures

Amount			\$2,121
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Additional Administrative Support position to support Student Services Department

Action 4

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Schoolwide

All Schools

Actions/Services

		New Action
		Implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.

Budgeted Expenditures

Amount			\$3,210
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries English Language Learner Program Coordinator compensation

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Schoolwide

All Schools

Actions/Services

New Action

Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Budgeted Expenditures

Amount

\$13,098

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
EL teacher salaries

Amount

\$10,901

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Director of Student Achievement
compensation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 6

The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the schools online program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Goal 2 Charter Goal 3 Charter Goal 4

Identified Need:

N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Policies, procedures and training resources				Establish a baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Specific Student Groups: Foster/homeless students

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Implement the identification process for foster and homeless youth during the enrollment and placement process.

Budgeted Expenditures

Amount

\$65,539

Source

LCFF

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Counselor compensation

Amount

\$3,711

Source

LCFF

Budget
Reference

2000-2999: Classified Personnel
Salaries
Enrollment Coordinator
compensation

Action 2

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		The school will train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to insure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.

Budgeted Expenditures

Amount			\$1,342
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Portion of salary for assigned foster/homeless liaisons

Action 3

Specific Student Groups: Foster/homeless	All Schools
--	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced

		monitoring by teachers, and consideration for modifications to graduation requirements.
--	--	---

Budgeted Expenditures

Amount			\$65,539
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Counselor compensation

Action 4

Specific Student Groups: Foster/homeless students	All Schools
---	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Unchanged Action	Modified Action	Unchanged Action
	Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.	Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.

Budgeted Expenditures

Amount			\$1,342
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries 10% of compensation of foster/homeless liaison(s)

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Foster Youth

Schoolwide

All Schools

Actions/Services

New Action

Online math tutoring services and summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.

Budgeted Expenditures

Amount			\$26
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Online tutoring services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$215,521

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This is the first year in operation. All supplemental funds will be used to support services to unduplicated pupils. Since the school expects to have approximately 40% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. In future years, if supplemental funds increase, the services provided to the unduplicated student population will be increased by a proportional amount. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further supporting the credit based courses for high school ELL students and developing procedures to address LTEL students.
2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support.
3. AVID program including a credit bearing AVID course and AVID tutoring services.
4. Credit recovery options for at risk students, including additional funds for the summer school program for summer of 2020 which will be used for students who are at the highest risk of not graduating on time.
5. Additional opportunities for a-g coursework, including addition of more a-g approved courses in 2020, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

- 6. A counselor who exclusively focuses on college and career readiness, in order to identify and implement programs and services to increase the rates of unduplicated students considered college and career ready, and improve student engagement at the high school level.
- 7. Support for Learning Coaches so that they are able to better support and engage students, especially students considered “at risk”.
- 8. Develop a formal Career Technical Education Pathways program, including partnerships with colleges and businesses.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$0	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$0	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	0.00	5,836,980.00	5,836,980.00
LCFF	0.00	0.00	0.00	0.00	5,508,597.00	5,508,597.00
Other	0.00	0.00	0.00	0.00	328,383.00	328,383.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	0.00	5,836,980.00	5,836,980.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	5,428,211.00	5,428,211.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	35,129.00	35,129.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	138,704.00	138,704.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	234,936.00	234,936.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	0.00	5,836,980.00	5,836,980.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	5,099,828.00	5,099,828.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	328,383.00	328,383.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	35,129.00	35,129.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	138,704.00	138,704.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	234,936.00	234,936.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00	1,381,154.00	1,381,154.00
Goal 2	0.00	0.00	0.00	0.00	2,367,692.00	2,367,692.00
Goal 3	0.00	0.00	0.00	0.00	1,278,755.00	1,278,755.00
Goal 4	0.00	0.00	0.00	0.00	639,992.00	639,992.00
Goal 5	0.00	0.00	0.00	0.00	31,888.00	31,888.00
Goal 6	0.00	0.00	0.00	0.00	137,499.00	137,499.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					245,034.00
LCFF			0.00	0.00	245,034.00
Other			0.00	0.00	0.00
			0.00	0.00	
			0.00	0.00	
			0.00	0.00	

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					5,577,582.00
LCFF			0.00	0.00	5,249,199.00
Other			0.00	0.00	328,383.00
			0.00	0.00	
			0.00	0.00	
			0.00	0.00	

Customer Agreement

This Customer Agreement (the “Agreement”) is entered into by and between California Online Public Schools (the “District”), with offices at 33272 Valle Rd, San Juan Capo, CA 92675 and Curriculum Associates, LLC (“Curriculum Associates”), with offices at 153 Rangeway Road, North Billerica, MA 01862. The terms of this agreement shall take effect on August 9, 2019 (the Effective Date”).

1. **License.** Curriculum Associates hereby grants the District a limited, revocable, non-transferable license to access and use its online educational software, i-Ready® Diagnostic & Instruction for Math and/or Reading, and/or the e-book versions and digital components of Ready Classroom™ Mathematics, and/or Ready® Teacher Toolbox for Math and/or Reading (together, the “Digital Products”) for the number of users (or the number of site licenses) listed on the Price Quote or Cost Estimate included as Exhibit A (the “Price Quote”), solely for educational purposes in accordance with the terms and conditions of use expressed in this Agreement. If any components of the Digital Products are not listed on the Price Quote, they are not included in the scope of the license.
2. **Term.** This Agreement shall take effect on the Effective Date and shall remain in effect until Customer no longer has a validly purchased license to use the Digital Products, unless earlier terminated in accordance with Section 11 hereof.
3. **Pricing and Payment.** Pricing for the Digital Products, and any other products being purchased by the District, are listed on the Price Quote. The Digital Products and any other such products purchased under the Price Quote may be referred to in this Agreement as “Products”. The District will provide Curriculum Associates a valid Purchase Order within 10 days of signing this Agreement. Curriculum Associates will invoice District based on this Purchase Order, and District will provide payment to Curriculum Associates within thirty (30) days of receipt of the invoice.
4. **Copyright and Proprietary Rights.** The Products and the content contained therein, and any training material provided in connection with the Services, are the sole property of Curriculum Associates and its licensors and are protected by United States and International Copyright laws. All copyright, trademark, and other proprietary rights in the Products and in the software, text, graphics, design elements, audio, music and all other materials contained in the Products are reserved by Curriculum Associates and its licensors. The District may not use the Products in any manner that infringes the proprietary rights of any person or entity.
5. **Data Ownership and Security.** In connection with the District’s use of i-Ready®, the District will be asked to provide Curriculum Associates with data about the District’s students. The District represents and warrants that the District has the right to provide Curriculum Associates with all of the data the District inputs into i-Ready®. As the District’s students use i-Ready®, data will be generated about students’ usage, performance and progress. Both the information the District inputs and the data generated by students’ usage will be referred to in this Agreement as “Customer Data”. The District shall own all right, title and interest in and to the Customer Data. However, the District hereby grants Curriculum Associates: (a) a limited, royalty-free license during the term of this Agreement to use the Customer Data to host and make access to i-Ready® available to the District and otherwise fulfill its obligations under this Agreement; and (b) a perpetual, royalty-free license to use De-identified Data (as hereinafter defined) for product development, research and other

purposes consistent with the Family Education Rights Privacy Act (“FERPA”). For purposes of this Agreement, “De-identified Data” means data generated by the usage of i-Ready® from which all personally identifiable information has been removed or obscured so that it does not identify individual students and there is no reasonable basis to believe that the information can be used to identify individual students. All Customer Data held by Curriculum Associates will be made available to the District upon the District’s written request.

Curriculum Associates takes the protection of Customer Data, particularly personally-identifiable Customer Data, very seriously. Curriculum Associates will not reveal student names, identifiers or individual assessment results to any third parties. Curriculum Associates will not use any Customer Data to advertise or market to students or parents. Curriculum Associates will not change how Customer Data is used or shared under the terms of this Agreement without the prior written consent of the District. A full description of the security measures that Curriculum Associates takes is set forth in Curriculum Associates’ Data Handling Policy, which is attached as Exhibit B.

6. **Compliance with California Assembly Bill 1584 and Student Online Personal Information Protection Act (“SOPIPA”).** Curriculum Associates and District agree to comply with California Assembly Bill 1584 and SOPIPA, as described on the California Compliance Addendum attached as Exhibit C hereto (the “Addendum”).
7. **Access to the Digital Product.** The District’s authorized users will need valid usernames and passwords to access the Digital Products. The District is responsible for the integrity and security of these usernames and passwords. The District will advise Curriculum Associates immediately if any of the District’s usernames and/or passwords have been compromised. Curriculum Associates will use commercially reasonable efforts to make the Digital Products available to the District 24 hours a day, except for: (a) planned downtime, of which Curriculum Associates will give the District reasonable notice where possible and which Curriculum Associates shall use reasonable efforts to schedule during the hours from 5:00 p.m. Eastern time to 7:00 a.m. Eastern time; or (b) any unavailability caused by circumstances beyond Curriculum Associates’ reasonable control, including without limitation, acts of God, acts of government, flood, fire, earthquakes, civil unrest, acts of terror, strikes or other labor problems or Internet service provider failures or delays.
8. **Limitations of Use.** The District shall not, nor permit any of its authorized users to: (a) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code or algorithms underlying the Digital Products; (b) modify, copy, translate or create derivative works based on the Digital Products or any of the content contained therein; (c) rent, lease, distribute, sell, resell, assign or otherwise transfer rights to the Digital Products; (d) use the Digital Products for timesharing or services bureau purposes or otherwise for the benefit of a third party other than students or staff within the District’s organization; or (e) remove any proprietary notices from the Digital Products.

The District may not reproduce, upload, post, transmit, download or distribute any part of the Digital Products content or information, or information accessed at other sites through links made from the Digital Products, other than printing out or downloading portions of the text and images for use in connection with the work of the District’s organization. If the District’s users leave the Digital Products via a link to a third party site, Curriculum Associates is in no way responsible for that third party site, and the District’s use of that third party site will be governed by that site’s terms of use, not this Agreement.

The District must use the Digital Products in compliance with all applicable laws, rules and regulations, including, without limitation, laws and regulations that govern the export of technical data outside of the United States.

9. **Services.** If the Price Quote includes the provision of professional development and/or training services (the “Services”), Curriculum Associates agrees to provide such Services in a time, place and manner mutually agreed upon by the parties. Curriculum Associates will provide the Services in a professional and workmanlike manner and in accordance with any applicable industry standards.

10. **Limitation of Warranties and Liability**

EXCEPT AS SET FORTH IN THIS AGREEMENT, CURRICULUM ASSOCIATES MAKES NO WARRANTIES WITH RESPECT TO THE PRODUCT OR THE SERVICES. CURRICULUM ASSOCIATES DOES NOT WARRANT THAT THE PRODUCT OR SERVICES WILL MEET ALL OF THE DISTRICT’S REQUIREMENTS, WILL BE ACCURATE OR WILL BE ENTIRELY UNINTERRUPTED OR ERROR FREE. CURRICULUM ASSOCIATES EXPRESSLY EXCLUDES AND DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING THE IMPLIED WARRANTIES OF NON- INFRINGEMENT, MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. CURRICULUM ASSOCIATES SHALL NOT BE RESPONSIBLE FOR ANY DAMAGE OR LOSS OF ANY KIND ARISING OUT OF OR RELATED TO YOUR USE OF THE PRODUCT, INCLUDING, WITHOUT LIMITATION, DATA LOSS OR CORRUPTION, REGARDLESS OF WHETHER SUCH LIABILITY IS BASED IN TORT, CONTRACT OR OTHERWISE.

IN NO EVENT SHALL CURRICULUM ASSOCIATES OR ITS LICENSORS, EMPLOYEES, AGENTS, AFFILIATED AUTHORS OR CONTRACTORS BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR MULTIPLE DAMAGES OF ANY KIND, WHETHER SUCH LIABILITY IS BASED IN TORT, CONTRACT OR OTHERWISE. IN NO EVENT SHALL THE LIABILITY OF CURRICULUM ASSOCIATES TO THE DISTRICT EXCEED THE TOTAL AMOUNT OF LICENSE FEES PAID BY THE DISTRICT TO CURRICULUM ASSOCIATES FOR ACCESS TO THE PRODUCT.

11. **Termination.** Curriculum Associates reserves the right to terminate this Agreement at any time during the Term if the District does not comply with the terms of this Agreement. In addition, Curriculum Associates may terminate this Agreement, or any portion of the licenses granted hereunder, effective immediately upon written notice, for non-payment by the District.

The District may terminate this Agreement for any reason upon written request and a pro rata refund will be issued.

12. **Notice.** Any notices pertaining to this Agreement will be in writing and will be deemed delivered upon receipt to:

Curriculum Associates, LLC

153 Rangeway Road
North Billerica, MA 01862
Attention: Jill Bradford, Vice-President, General Counsel
Tel: 978-339-4388
Fax: 800-355-1158
jbradford@cainc.com

California Online Public Schools
33272 Valle Rd,
San Juan Capo, CA 92675
Attention: LaChelle Carter
lcarter@calca.connectionsacademy.org

Notices may be provided by electronic mail.

- 13. Choice of Law and Jurisdiction.** This Agreement and all of the rights and obligations of the parties shall be governed by laws and courts of the State of California, without regard to its conflict of law principles. If any provision of the contract or the application of the contract is held invalid by a court of competent jurisdiction, the invalidity does not affect other provisions or applications of the contract which can be given effect without the invalid provision or application.
- 14. Entire Agreement.** This document and all exhibits, attachments and subsequent District purchase orders, represent the full and entire agreement between the parties. This Agreement may be modified only by written amendment executed and approved by appropriate parties. No failure or delay in exercising any rights hereunder shall constitute a waiver of such rights.

The parties hereby agree to be bound by the terms and conditions of this Customer Agreement.

California Online Public Schools

Name: _____

Title: _____

Curriculum Associates, LLC



Robert Waldron

Chief Executive Officer

Curriculum Associates®

Prepared For:

Lauren Flower
CA Connections Acad-Capistrano
33272 Valle Rd,
San Juan Capo, CA 92675

8/4/2019

Dear Lauren Flower,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 187089.3 Valid For: 90 days

Product	List Price	Net Price
i-Ready	\$40,800.00	\$40,200.00
Professional Development	\$2,250.00	\$2,250.00
List Total:		\$43,050.00
Savings:		\$600.00
Shipping/Tax/Other:		\$174.38
Total:		\$42,624.38

Thank you again for your interest in Curriculum Associates.

Sincerely

David Kootman
760-521-6055
dkootman@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 187089.3

Date: 8/4/2019

Valid For: 90 Days

Prepared For:

Lauren Flower

CA Connections Acad-Capistrano

33272 Valle Rd,

San Juan Capo, CA 92675

lflower@calca.connectionsacademy.org

(949) 461-1667

Your Representative:

David Kootman

760-521-6055

dkootman@cainc.com

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Math Diagnostic Per Student License 1 Year	13086.0	1000	\$6.00	\$5.70	\$5,700.00
i-Ready Math and Reading Diagnostic and Instruction District Per Student License 1 Year	15031.0	800	\$36.00	\$36.00	\$28,800.00
i-Ready Reading Diagnostic Per Student License 1 Year	13088.0	1000	\$6.00	\$5.70	\$5,700.00
i-Ready Subtotal:					\$40,200.00

Professional Development

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Diagnostic and Instruction Prof Dev Webinar New User Getting Good Data (up to 1.5 hrs)	14431.0	1	\$750.00	\$750.00	\$750.00
i-Ready Diagnostic and Instruction Prof Dev Webinar New User Using Data to Plan Instruction (up to 1.5 hrs)	14433.0	2	\$750.00	\$750.00	\$1,500.00
Professional Development Subtotal:					\$2,250.00

Total

List Total:	\$43,050.00
Savings:	\$600.00
Merchandise Total:	\$42,450.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$174.38
Estimated Shipping:	\$0.00
Total:	\$42,624.38

Special Notes

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total (min: \$12.99)

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Placing an Order

Please attach quote to all signed purchase orders.

- 1) **Email:** orders@cainc.com
- 2) **Fax:** 1-800-366-1158
- 3) **Mail:**
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates, LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's Customer Service department (1-800-225-0248) and reference quote number for questions.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Percentage of Order
\$999.99 and less	12% with \$12.99 minimum freight charge
\$1,000.00 to \$4,999.99	10%
\$5,000.00 to \$99,999.99	8%
\$100,000.00 and more	6%

Please contact local CA Representative, customer service (1-800-225-0248), or CurriculumAssociates.com for expedited shipping rates.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: Payment in full at time of order
- Accounts must be current before subsequent shipments are made

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready® and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready licenses®, individually sold Teacher Toolbox access packs, materials that have been used and/or are not in "saleable condition," and individual components of kits including but not limited to BRIGANCE® Kits. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.

Exhibit B

Curriculum Associates, LLC California Data Handling Statement

1. Purpose.

Curriculum Associates takes the protection of our customers' data and information, particularly student data, very seriously. The purpose of this Data Handling Statement is to inform Curriculum Associates' customers about its current data security policies and practices, which are intended to safeguard this sensitive information. Curriculum Associates handles customer data in a manner consistent with applicable laws and regulations, including, without limitation, the Federal Family Educational Rights and Privacy Act (FERPA) and the California Student Online Personal Information Protection Act (SOPIPA).

2. Scope.

This policy covers the collection, use, and storage of data that is obtained through the use of Curriculum Associates' proprietary i-Ready® platform and related services provided by Curriculum Associates. The i-Ready® platform includes i-Ready® Diagnostic and Instruction, i-Ready Learning Games, i-Ready Standards Mastery, and i-Ready reports and reporting tools, and the e-book versions and digital components of Ready Classroom™ Mathematics which are collectively referred to in this policy as "i-Ready". Note that there are separate terms applicable only to Ready Classroom Teacher Toolbox, an educator-only facing product. These separate terms are described at the end of this privacy statement.

3. Network Level Security Measures.

Curriculum Associates' i-Ready systems and servers are hosted in a cloud environment. Our hosting provider implements network-level security measures in accordance with industry standards. In addition, Curriculum Associates manages its own controls of the network environment.

4. Server-Level Security Measures.

Access to production servers is limited to a small, identified group of operations engineers that are trained specifically for those responsibilities. The servers are configured to conduct daily updates for any security patches that are released and applicable. The servers have anti-virus, intrusion detection, configuration control, monitoring/alerting, and automated backups. In addition, we conduct regular vulnerability testing.

5. Computer/Laptop/Device Security Measures.

Curriculum Associates employs a full IT staff that manages and secures the corporate and employee systems. Laptops are encrypted and centrally managed with respect to configuration updates and anti-virus. Access to all Curriculum Associates computers and laptops is password-controlled. Curriculum Associates sets up teacher and administrator accounts for i-Ready so that they are also password-controlled.

6. Encryption.

i-Ready is only accessible via https and all public network traffic is encrypted with the latest encryption standards. Encryption of data at rest is implemented for all data stored in the i-

Ready system.

7. Employee and Contractor Policies and Procedures.

Curriculum Associates limits access to student and customer data to those employees who need to have such access in order to allow Curriculum Associates to provide quality products and services to its customers. Curriculum Associates requires all employees who have access to Curriculum Associates servers and systems to sign non-disclosure agreements. Curriculum Associates requires its employees and contractors who have access to student data to participate in annual training sessions on IT security policies and best practices. Any employee who ceases working with Curriculum Associates is reminded of his or her non-disclosure obligations at the time of departure, and network access is terminated at that time.

8. Use of Student Data.

Curriculum Associates only uses student data collected in connection with the use of i-Ready for the purpose of making i-Ready available to its customers and improving its content and effectiveness. Curriculum Associates only uses student-identifiable data to make i-Ready available to that particular student and to provide related reports and services to that student's school and school district and its teachers and administrators. Curriculum Associates collects and uses aggregated, de-identified student data to make i-Ready a more effective, adaptive product and for other internal research and development purposes. Curriculum Associates does not attempt to re-identify de-identified customer data.

9. Student Privacy Pledge.

To further demonstrate its commitment to protecting the privacy of student information, Curriculum Associates has taken the Student Privacy Pledge <https://studentprivacypledge.org/>. This means that, among other things, Curriculum Associates has pledged not to sell student information, not to engage in behaviorally targeted advertising, and to use collected data for authorized purposes only. Curriculum Associates only uses collected student data for the purposes described in the previous paragraph.

10. Third Party Audits and Monitoring.

In addition to internal monitoring and vulnerability assessments, Curriculum Associates contracts with a third party to conduct annual security audits, which includes penetration testing of the i-Ready application. Curriculum Associates reviews the third-party audit findings and will implement recommended security program changes and enhancements where practical and appropriate.

11. Data Retention and Destruction.

Student and teacher personal data is used only for the explicitly identified functions of the i-Ready application. Student and teacher personal data is de-identified before any testing or research activities may be conducted. Upon the written request of a customer, Curriculum Associates will remove all personally identifiable student and teacher data from its production systems at the end of a contract. In addition, Curriculum Associates reserves the right, in its sole discretion, to remove a particular customer's student data from its production servers a reasonable period of time after its relationship with the customer has ended, as demonstrated by the end of contract term or a significant period of inactivity in all customer accounts. Student data is removed from backups in accordance with Curriculum Associates' data retention practices. If Curriculum Associates is required to restore any materials from its backups, it will purge all student-

identifiable data not currently in use in the production systems from the restored backups. Student and teacher personal data will not be retained or available to the contractor upon completion of the contract unless a student, parent, or legal guardian of a student chooses to establish or maintain an electronic account with Curriculum Associates.

12. Breach Notification.

Curriculum Associates follows documented “Security Incident Management Procedures” when investigating any potential security incident. In the event of a data security breach, Curriculum Associates will notify impacted customers as promptly as possible that a breach has occurred, and will inform them (to the extent known) what data has been compromised. Curriculum Associates expects customers to notify individual teachers and parents of any such breach to the extent required.

13. Data Collection and Handling Practices for Ready Classroom™ Mathematics Teacher Toolbox.

Ready Classroom Mathematics Teacher Toolbox is a set of resources intended for use by educators. It is not a student-facing product, and therefore no student data is collected through the use of Ready Classroom Teacher Toolbox. When a teacher uses Ready Classroom Teacher Toolbox, our systems record which resources have been accessed by whom and the frequency of access. We use this information for product development purposes, to ensure that we are providing educators with resources that are useful to them. We do not sell this information or otherwise share it with any third parties, nor do we serve advertisements to educators based on this usage data. We do not use this data to create a profile about any of the educators that use our products. We simply use this data for internal purposes to make our product and service offerings better.

Exhibit C

California Addendum to Customer Contract

WHEREAS, the District and the Curriculum Associates entered into an agreement for technology services (the "Customer Agreement").

WHEREAS, the District is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584"), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, AB 1584 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between District and a third-party Service Provider must include certain terms; and

WHEREAS, the District and Curriculum Associates desire to have the Customer Agreement and the services provided comply with AB 1584.

NOW, THEREFORE, the Parties agree as follows:

1. The terms and conditions of the Customer Agreement and any addenda are incorporated herein by reference.
2. The term of this Addendum shall expire on the termination date stated in the Customer Agreement.
3. Pupil Records, as such term is defined in AB 1584, obtained by Curriculum Associates from District continue to be the property of and under the control of the District.
4. There will be no Pupil Generated Content (as defined in AB 1584) created pursuant to the Customer Agreement.
5. Parents, legal guardians, or eligible pupils may review personally identifiable information in the pupil's records and correct erroneous information by contact the pupil's teacher or school administrator, who will serve as a conduit between Curriculum Associates and District.
6. Curriculum Associates shall take actions to ensure the security and confidentiality of pupil records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of pupil records, as described in the Data Handling Policy attached to the Customer Agreement.
7. In the event of an unauthorized disclosure of a pupil's records, Curriculum Associates shall coordinate with the District to report the breach to any affected parent, legal

guardian, or eligible pupil as described in the Data Handling Policy.

8. Curriculum Associates shall not use any information in a pupil record for any purpose other than those required or specifically permitted by the Customer Agreement.
9. Curriculum Associates certifies that upon termination of the Customer Agreement, and upon written request from the District, Curriculum Associates will remove and destroy all pupil records in its possession.
10. District agrees to work with Curriculum Associates to ensure compliance with FERPA as described herein.

MEMO

TO: California Online Public School Board of Directors

FROM: LaChelle Carter, Director of Finance and Franci Sassin, Director of Business Services

RE: Contracts for Special Education Related Services

DATE: August 20, 2019

BACKGROUND

Throughout the past 15 years, the California Connections Academy Schools (CalCA) have contracted with Connections Education/POBL to provide all “related services” to CalCA students through the Statement of Agreement or SOA (also known earlier as an Educational Products and Services Agreement). As the California organization has grown the relationship has changed over time, especially regarding the amount of responsibility the CalCA Student Services staff has with arranging the related services with each of these providers based on students’ Individualized Education Programs (IEPs). In the current SOA, CalCA has taken over full responsibility for this function, and will contract directly with each service provider, effective July 1, 2019. As the CalCA schools transition to membership in the new El Dorado Charter SELPA, this change in responsibility is imperative.

“Related services” refers to services provided to students by the school and which are explicitly spelled out in the IEP in order to be sure students are meeting the goals of their IEP. Common services that fall in this category are speech therapy, occupational therapy, counseling, behavioral therapy, tutoring, psychological assessments, special services for blind or deaf students, etc. Some services can be provided virtually, such as speech therapy, and others are provided face to face. The state has a process whereby private providers of this type of service can undergo an extensive review and become “approved” providers for any public entity in the state, including charter schools. Providers who are approved through this process are known as approved “Non-Public Agencies” (NPA) and appear on an “approved provider” list published and maintained by the California Department of Education. To stay on the list, active renewals are also needed. There are some agencies who actually provide school settings for students, and they undergo a similar approval process, and are then referred to as “Non-Public Schools” (NPS). It is also possible to contract with another public agency to provide services to students, such as a school district, a county office of education, or another charter school. In this scenario, CalCA would enter into an MOU with the other public agency to provide the services to CalCA students.

CURRENT STATUS

In the month of July, all providers who were under contract with POBL were alerted via written correspondence that the contracts would need to be switched over to CalCA. Some contracts were due for renewal in 2019-20 anyway, others had an additional year, but had appropriate termination language included. There are a handful of students who receive these services over the summer. All providers were alerted that services for July and August will be billed directly to CalCA, whereas services provided in June should be billed to POBL to wrap up last school year. Meetings were set up with the major providers to discuss the transition. POBL student services staff have been assisting with the transition process. Meanwhile, CalCA has been working on developing internal processes to manage the contracts and billing. To the greatest extent possible, we have been avoiding major changes to procedures to make the transition as smooth as possible. However, additional communication systems and updating to procedures will still be needed as the transition takes place.

In August, all providers were sent a master contract template for their review. The contract template is based on the state approved template provided by El Dorado Charter SELPA. It is a standard “master contract” required for agencies on the approved NPA/NPS list. It is very comprehensive and some areas of the contract only apply to NPSs not to NPAs. Some clauses only apply to brick and mortar settings rather than virtual settings. Some minor modifications were made based on our circumstances, however it is the recommendation of the SELPA that changes to the master contract be limited since it has been thoroughly vetted at all levels over many years.

The “master contract” template provided in the board packet will be used for most providers. During this transition year, there may be some modifications needed for certain providers as they are aligning with our new requests and requirements. For a small number of providers, we may choose for this school year only to use a contract based on their previous contract with POBL instead of the master contract. There are some providers whose service have only been needed on occasion, for example, services for deaf or blind students. At this time, if services are not being provided to current students, the contracts with those providers may be postponed until such time as services are needed.

The master contract allows for actual services to be requested and engaged as needed throughout the school year. For this reason, the rates for services are included as part of the contract, but the actual services, frequency, etc. will be determined on an ongoing basis and adjusted as needed based on student IEP and satisfaction with the provider’s level of service. The intention is to retain as much flexibility as possible, while still allowing CalCA to efficiently meet student needs and allowing the providers to staff appropriately.

ACTION REQUESTED

The following recommended action is requested:

1. Approve the master contract template for use throughout the 2019-20 school year
2. Approve LaChelle Carter, Director of Finance, as an authorized board designee to complete then sign/execute the final contracts with each vendor
3. Approve the list of providers known at this time and included in the board materials
4. Authorize LaChelle Carter to use the master contract for future providers when needed, and/or amendments with established providers with the following guidelines: Any contracts or amendments expected to be over \$10,000 total for the school year are to be brought to the board for approval and/or ratification. For smaller contracts under \$10,000, LaChelle Carter or Richard Savage would be authorized to enter into a contract for services in accordance with the organization's fiscal policies and in alignment with the school budget and compliance considerations.

NEXT STEPS

Following board approval, any final exhibits with rates and services will be generated and contracts will be executed. Providers who have been providing services over the summer will be paid within 30 days of receipt of invoices by CalCA. Additional policies and procedures for initiating services, tracking services, billing and payments will be developed and implemented. Additional contracts or amendments will be handled per board direction.

LIVESPEECH SERVICES

Over the past 15 years, virtual speech therapy services have been provided to CalCA students by LiveSpeech, a division of Connections Education/POBL. In fact, Connections Education was a pioneer in the development of speech therapy services via an online platform. At the June board meeting, a contract for services for LiveSpeech was approved by the board. The format of that contract allows for several types of related services, including both case management services as well as speech services for any of the CalCA schools, but with no set . At this time, we are recommending that we continue forward with that contract for LiveSpeech as a service provider to CalCA students until further notice.

Nonpublic, Nonsectarian School/Agency Services

Master Contract

2019-2020

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA California Connections Academy Southern California; California
Connections Academy Central; California Connections Academy
Ripon; California Connections Academy North Bay; California
Connections Academy Central Coast; California Connections
Academy Monterey Bay

Contract Year 2019-2020

☒ Nonpublic School
☐ Nonpublic Agency

Type of Contract:

☒ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

☐ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

☐ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

Table of Contents

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS	1
1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT	3
7. DEFINITIONS	4
ADMINISTRATION OF CONTRACT	5
8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	7
15. INSURANCE	7
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	10
18. SUBCONTRACTING	10
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	11
EDUCATIONAL PROGRAM	11
21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)	11
22. GENERAL PROGRAM OF INSTRUCTION	12
23. INSTRUCTIONAL MINUTES	13
24. CLASS SIZE	13
25. CALENDARS	14
26. DATA REPORTING	15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	15
28. STATEWIDE ACHIEVEMENT TESTING	15

29.	MANDATED ATTENDANCE AT LEA MEETINGS	15
30.	POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	16
31.	STUDENT DISCIPLINE	17
32.	IEP TEAM MEETINGS	17
33.	SURROGATE PARENTS AND FOSTER YOUTH	18
34.	DUE PROCESS PROCEEDINGS	18
35.	COMPLAINT PROCEDURES	18
36.	STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	19
37.	TRANSCRIPTS	19
38.	STUDENT CHANGE OF RESIDENCE	20
39.	WITHDRAWAL OF STUDENT FROM PROGRAM	20
40.	PARENT ACCESS	20
41.	LICENSED CHILDREN’S INSTITUTION (“LCI”) CONTRACTORS AND RESIDENTIAL TREATMENT CENTER (“RTC”) CONTRACTORS	21
42.	STATE MEAL MANDATE	21
43.	MONITORING	21
	PERSONNEL	22
44.	CLEARANCE REQUIREMENTS	22
45.	STAFF QUALIFICATIONS	23
46.	CALSTRS RETIREMENT REPORTING	23
47.	VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	24
48.	STAFF ABSENCE	24
49.	STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME	24
	HEALTH AND SAFETY MANDATES	25
50.	HEALTH AND SAFETY	25
51.	FACILITIES AND FACILITIES MODIFICATIONS	25
52.	ADMINISTRATION OF MEDICATION	25
53.	INCIDENT/ACCIDENT REPORTING	26
54.	CHILD ABUSE REPORTING	26
55.	SEXUAL HARASSMENT	26
56.	REPORTING OF MISSING CHILDREN	26
	FINANCIAL	26
57.	ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES	26

58.	RIGHT TO WITHHOLD PAYMENT	28
59.	PAYMENT FROM OUTSIDE AGENCIES	29
60.	PAYMENT FOR ABSENCES	29
61.	LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	30
62.	INSPECTION AND AUDIT	30
63.	RATE SCHEDULE	31
64.	DEBARMENT CERTIFICATION	31
EXHIBIT A:	2019-2020 RATES	34

2019-2020

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2019, between California Online Public Schools which includes: California Connections Academy Southern California; California Connections Academy Central; California Connections Academy Ripon; California Connections Academy North Bay; California Connections Academy Central Coast; California Connections Academy Monterey Bay, hereinafter referred to as the local educational agency ("LEA"), a member of a SELPA and (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic

agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2019 to June 30, 2020 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2020. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each Individual Services Agreement and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This contract shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any

time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered electronically or by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage

\$ 5,000 medical expenses
\$1,000,000 personal & adv. Injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

C. Commercial Auto Liability Insurance for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

- H. **All Certificates of Insurance** may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a nonpublic school affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. Commercial General Liability including both bodily injury and property damage, with limits as follows:
\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. Fidelity Bond or Crime Coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. Professional Liability/Errors & Omissions/Malpractice coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. Sexual Molestation and Abuse Coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the

extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and

maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance may reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended

school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related

services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- (c) be consistent with CDE's standards regarding the particular course of study and curriculum;
- (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution (LCI) CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of

billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur in a virtual setting or a mutually agreed upon location. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide all data related to any and all sections of this contract and requested by and in the format required by the LEA. It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress

reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training to applicable or relevant staff shall be submitted to the LEA at the beginning of the school year and within six (6) days of any new hire as referenced above.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected

to cause excessive emotional trauma. (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding

students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA and/or the LEA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS, the NPS/NPA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students

with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and

other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and

signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

CONTRACTOR shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the formal review of each student's progress. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that

none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification shall be submitted to the LEA.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting two (2) sets of fingerprints for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local

assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. CALSTRS RETIREMENT REPORTING

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving CalSTRS benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic school or agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session

consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all

payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA as specified in the LEA Procedures and in accordance to Appendix 1. LEA shall not be responsible for the payment of services when a student is absent, unless otherwise agreed upon in Exhibit A.

61. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

62. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA

within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

63. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

64. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2019 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Nonpublic School/Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Name and Title	Name and Title
Nonpublic School/Agency/Related Service Provider	LEA
Address	Address
City State Zip	City State Zip
Phone Fax	Phone Fax
Email	Email

Additional LEA Notification
(Required if completed)

Name and Title

Address

City State Zip

Phone Fax

EXHIBIT A: 2019-2020 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR:

The CONTRACTOR CDS NUMBER:

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO or FTE CASE LOAD:

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program:

(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

Service	Rate	Period
Intensive Individual Services (340)	_____	_____
Language and Speech (415)	_____	_____
Adapted Physical Education (425)	_____	_____
Health and Nursing: Specialized Physical Health Care (435)	_____	_____
Health and Nursing: Other Services (436)	_____	_____
Assistive Technology Services (445)	_____	_____
Occupational Therapy (450)	_____	_____
Physical Therapy (460)	_____	_____
Individual Counseling (510)	_____	_____
Counseling and Guidance (515)	_____	_____
Parent Counseling (520)	_____	_____
Social Work Services (525)	_____	_____

Psychological Services (530)	_____	_____
Behavior Intervention Services (535)	_____	_____
Specialized Services for Low Incidence Disabilities (610)	_____	_____
Specialized Deaf and Hard of Hearing (710)	_____	_____
Interpreter Services (715)	_____	_____
Audiological Services (720)	_____	_____
Specialized Vision Services (725)	_____	_____
Orientation and Mobility (730)	_____	_____
Specialized Orthopedic Services (740)	_____	_____
Reader Services (745)	_____	_____
Transcription Services (755)	_____	_____
Recreation Services, Including Therapeutic (760)	_____	_____
College Awareness (820)	_____	_____
Work Experience Education (850)	_____	_____
Job Coaching (855)	_____	_____
Mentoring (860)	_____	_____
Travel Training (870)	_____	_____
Other Transition Services (890)	_____	_____
Other (900)	_____	_____
Other (900)	_____	_____

Appedenix 1

UNEXCUSED ABSENCE POLICY

The following steps are to be taken when student has unexcused absences as specified below:

<u>Date completed:</u>	<u>Action/Person or agency responsible:</u>
_____	When a special education student has missed two (2) scheduled consecutive meetings that are unexcused, the Contractor will notify the School's Special Education Director by e-mail of the name of the student, and include a summary of the attendance and absence record of the student.
_____	The Special Education Director will decide upon the appropriate means of contacting the family/student. It is suggested that a letter be mailed to remind the family/student of their scheduled time commitment. Such a letter may also state that further unexcused absences will result in reconvening the IEP team to discuss appropriate placement, and special education services.
_____	It is suggested that if the family does not respond, then a certified letter be sent by the Special Education Director, documenting the course of action decided upon by Connections. One option is to set up an IEP team meeting to discuss continuation of services and/or appropriateness of placement.
_____	If an IEP meeting is deemed appropriate; the Special Education Director will schedule and hold an IEP meeting within four (4) weeks of receipt of the Contractor's initial e-mail and notify the appropriate Contractor personnel.
_____	The Contractor service provider (or appropriate designee) will attend the meeting to discuss continuation of services, and/or appropriateness of placement. If the IEP team decides to recommend continued special education services, a clear action plan must be developed and documented to address consistency of contact and meeting times between the service provider and the family.

Student _____	D.O.B. _____
California School _____	Contact person _____
Contractor _____	Type of service _____
Date timeline implemented _____	Date of scheduled IEP _____
If IEP was not held, explain how and when notification issue was resolved: _____	

Procedures and Timeline for:

CONTACTING AND SCHEDULING DIFFICULTIES

The following steps are to be taken when a Contractor has difficulty contacting a parent by telephone, due to the following reasons: the telephone number(s) given by Connections is/are disconnected, the Contractor's calls go unanswered or receive a busy signal, or messages left with other members of the family or on message machines are not returned. The following steps should be implemented in these situations:

<u>Date complete:</u>	<u>Action/Person or agency responsible:</u>
_____	After three (3) attempts at different times of the day and days of the week, and the Contractor cannot reach a parent and schedule an initial meeting time, the Contractor's service provider will notify the School's Special Education Director by e-mail of the name of the student, along with documentation of attempts to reach the family.
_____	The Special Education Director either (a) will e-mail the Contractor and provide updated information on the family, or (b) will contact the family to notify them of attempts made by Contractor to call them to set up services.
_____	If the family still does not respond, the Special Education Director will choose a course of action that may include sending a certified letter to the family, to set up an IEP team meeting to discuss continuation of services and/or appropriateness of placement.
_____	If it is deemed appropriate to hold an IEP meeting, the Special Education Director will schedule and hold the IEP meeting within four (4) weeks of receipt of the Contractor service provider's initial e-mail and notify the appropriate Contractor personnel per the timelines outlined in the contract.
_____	The Contractor service provider (or appropriate designee) will attend the meeting to discuss continuation of services, and/or appropriateness of placement. If the IEP team decides to recommend continued special education services, then a clear action plan must be developed and documented to address consistency of contact and meeting times between the service provider and the family.
_____	The School will provide the Parent(s)/Guardian(s) of the student with Prior Written Notice.

Student _____	D.O.B. _____
California School _____	Contact person _____

Contractor _____	Type of service _____
Date timeline implemented _____	Date of scheduled IEP _____
If IEP was not held, explain how and when notification issue was resolved: _____	

Procedures and Timeline for:

SERVICE REFUSAL

The following steps are to be taken when a family, parent, legal guardian or student (if over eighteen year of age) declines services. These steps should also be implemented whenever there is a request to decline services before an active IEP expires:

<u>Date completed:</u>	<u>Action/Person or agency responsible</u>
_____	If a Contractor service provider is notified by the parent, legal guardian, or the student (over the age of eighteen) that they no longer wish to receive special education services, the Contractor service provider will notify the School's Special Education Director by e-mail. The message will include the name of the student, a dated record of the request to decline services, the reason for the request, and a summary of all attempts to resolve any barriers motivating the request.
_____	The Special Education Director will schedule and hold an IEP meeting within four (4) weeks of receipt of the Contractor service provider's e-mail. If the latter option is used, the Special Education Director will notify the appropriate Contractor personnel per the timelines outlined in the contract.
_____	The Contractor service provider (or appropriate designee) will attend the meeting to discuss the student's eligibility and the appropriateness of the request to decline services. If the IEP team feels that the student is still eligible and would continue to benefit from special education services, but the parent still declines, the IEP will document the request.
_____	The Special Education Director and the Contractor will confer to decide upon an appropriate course of action. The School will provide the Parent(s)/Guardian(s) of the student with Prior Written Notice. In the interim, the Contractor will remove the student from their caseload.

Student _____	D.O.B. _____
California School _____	Contact person _____

Contractor _____	Type of service _____
Date timeline implemented _____	Date of scheduled IEP _____

If IEP was not held, explain how and when notification issue was resolved: _____

Service Provider	Description of Services Used	NPA Certified	Projected Usage	Rates Received	Providing Summer Services?
Allied Therapy Partners	<ul style="list-style-type: none"> · In-Person Speech/Language/PT evaluations and services · In-Person AND Virtual Occupational Therapy evaluations and services · Physical Therapy Evaluations and services 	No	5 students	To Follow	Yes
Anchor	<ul style="list-style-type: none"> · Individual/Parent Counseling 	Yes	No more than 50 Students	To Follow	Yes
Ball Tutoring	<ul style="list-style-type: none"> · Academic Tutoring Services 	No	3 Students	Yes	Yes
CA and Global Tele-therapy Communication	<ul style="list-style-type: none"> · Individual/Group Counseling · Behavior Intervention Services · Social Skills Counseling 	Yes	Approx 50 Students	Yes	Yes
CARD	<ul style="list-style-type: none"> · Behavior Intervention Services · Parent Training · ABA Therapy 	Yes	6 Students	To Follow	Yes
Community Center for the Blind and Visually Impaired	<ul style="list-style-type: none"> · Orientation and Mobility 	No	1 Student	To Follow	
Effectual Educational Consulting Services	<ul style="list-style-type: none"> · Adaptive PE Teachers and Behavioral Services 	Yes	1 Student	To Follow	Yes
El Paseo	<ul style="list-style-type: none"> · School Psychologists and Behavior Services · School Nurses · Speech Pathologists · Occupational Therapists · Physical Therapists · Adaptive PE teachers · Deaf and Hard of Hearing teachers · Audiologists · Visual Itinerant Teachers 	Yes	80-100 Students	Yes	Yes
LiveSpeech	<ul style="list-style-type: none"> · Virtual Speech Services/Evals 	No	80-100 Students	In contract approved in June	Yes
Melanie Criss, Virtual OT	<ul style="list-style-type: none"> · Virtual OT Services/Evals 	No	50 Students	To Follow	Yes
Stanford Youth	<ul style="list-style-type: none"> · Individual/ Group Counseling · Behavior Intervention Services · OT · Social Skills Counseling 	No	<ul style="list-style-type: none"> · 2 FTEs · 28 Students Currently · 50 Students is Goal 	Yes	Yes
SUMA	<ul style="list-style-type: none"> · In-person OT Services 	Yes	1 Student	Yes	Yes
Support Brands	<ul style="list-style-type: none"> · OT · PT · SLP 	No	1 Student	To Follow	No
Tutors of America	<ul style="list-style-type: none"> · Academic Tutoring 	No	<ul style="list-style-type: none"> · 0 Students Currently · Used as back-up for Ball Tutoring 	To Follow	No

Service Acronyms:

OT-Occupational Therapy
PT-Physical Therapy

SLP-Speech and Language Pathologist services
PE-Physical Education

ABA-Applied Behavior Analysis

NOTE: Summer Services = Extended School Year Services per IEP

Proposal for Math Time to Talk

Proposed Services

Pearson Online & Blended Learning (OBL) proposes to provide California Online Public School (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 a series of ten small group LiveLesson® sessions per semester. 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 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 30-minute discourse sessions throughout the semester;
- sessions accessed from the Student Home Page, where Specialists place each student into the grade appropriate room and monitor group sizes to a maximum of 8 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

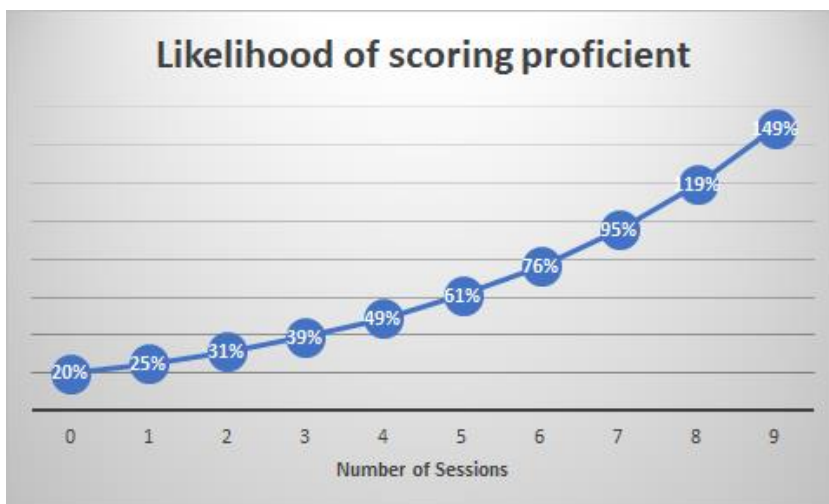
CalOPS will provide a local “point person” who will serve as the primary point of contact between the OBL Program Manager and school staff regarding questions, issues, concerns, and/or general program implementation. CalOPS should also provide course teachers who will assist in promotion of program throughout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

Program Success

During the 2017-2018 school year, students in grades 3-5 at 19 Connections Academy schools participated in a pilot of the Math Time to Talk Program.

The evaluation found significant relationships between participation in Math Time to Talk and both math course performance and math state test scores. After controlling for final math course scores in the previous year, grade level, and school location:

- Students’ final math course scores increased by 2.2 percentage points with every additional session that they participated in.
- Students who attended 6 or more sessions were 170% more likely to be proficient than students who attended fewer than 6.
- The odds of performing at proficient or advanced on state assessments increased by 25% with each additional session attended.



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
<p>Math Time to Talk for:</p> <ul style="list-style-type: none">• California Connections Academy Central• California Connections Academy Ripon• California Connections Academy North Bay• California Connections Academy Southern California• California Connections Academy Central Coast• California Connections Academy Monterey Bay	\$60 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.

4TH QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership Team (PSLT) and Partner School Success (PSS) teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs), and weekly communication with each school's leader to support all stakeholder working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- **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, completed end of year contacts, and “final” during school year withdrawals.
- **Develop & Collaborate Professionally:** Teachers completing Connections-offered professional learning sessions.
- **School Operations:** Open teaching positions filled, teacher retention, and students indicating they would return for the 19/20 school year.

Quarter 4 encompasses the time period between April 1, 2019 and June 30, 2019. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly “comparable schools” but we have grouped them by student start date noted in the tables by “Group”, and also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

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 18-19	84%	80%	78%	83%	75%	78%
CalCA 17-18	83%	78%	76%	81%	73%	74%
Large Avg.	92%	83%	85%	90%	81%	82%
Group 3 Avg.	90%	82%	81%	87%	78%	78%
Connections Avg.	91%	82%	83%	90%	80%	80%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 18-19	85%	83%	84%	84%	82%	83%
CalCA 17-18	88%	81%	82%	85%	80%	81%
Large Avg.	92%	85%	88%	90%	82%	88%
Group 3 Avg.	90%	81%	84%	88%	82%	85%
Connections Avg.	92%	84%	86%	90%	82%	87%

- **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 an increase in the average of all Connections-supported partner school in all subject/grade levels reported above with the exception of middle grades social studies which remained static at 82%.

	Post Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
CalCA 18-19	41%	97%	91%	1%	0.3%
CalCA 17-18	56%	95%	91%	1%	0.0%
Large Avg.	43%	98%	91%	3%	0.1%
Group 3 Avg.	46%	99%	85%	6%	0.8%
Connections Avg.	51%	99%	87%	4%	0.5%

- **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 51% which represents a decrease from post-test completion the prior year and will continue to be a focus across schools.
- **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.

- **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. We 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.

	4 HS Cohorts % On track	2019	2020	2021	2022
CalCA 18/19	61.3%	61.6%	52.8%	59.2%	71.5%
Connections Avg.	60.3%	56.9%	51.6%	60.3%	70.6%

- **Cohort Summary Report – HS Cohorts % On Track** – Average “on track for graduation” rates of 4 cohorts active during the 18/19 school year (Classes of 2019, 2020, 2021, 2022). Rate for each cohort year is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Efforts to improve this metric for each school continue by focusing on withdrawn students and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed. These four cohort years will remain “active” until the close of quarter 1 of the 2019-2020 school year to accurately reflect summer credit recovery and fall graduation efforts which are included as “on track” graduates for the 2018-2019 school year.

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 18-19	92%	100%	92%	87%	97%	84%	91%	20%
CalCA 17-18	90%	99%	91%	86%	97%	74%	90%	22%
Large Avg.	92%	100%	91%	78%	92%	80%	75%	26%
Group 3 Avg.	92%	100%	93%	79%	89%	83%	71%	24%
Connections Avg.	94%	100%	89%	80%	92%	84%	78%	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 remains a focus of teachers and efforts are reflected in the high completion rates in both of these areas.

- **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 and learning coaches at least three times per year. Student contacts met rates remains on par with end of year completion of prior years. However, learning coach contacts met did show a decrease when comparing to quarter 4 last year; contact requirements and processes will be revised as needed in schools that showed a decline.
- **Completed End of Year Contact** – As part of the school year cycle communication process at each school, teachers 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 metric 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 18-19 “During School Year” Withdrawal Rate** – The percentage of students enrolled during the 18-19 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 continue to seek ways to increase student engagement thereby lowering withdrawal rates.

Develop & Collaborate Professionally

	Sept	Oct	Nov	Jan	Feb	March	April
CalCA 100s	94%	94%	94%	78%	72%	72%	72%
CalCA 200s	96%	96%	96%	96%	96%	94%	89%
CalCA 300s	91%	70%	87%	85%	45%	39%	28%
CalCA MWGT!	100%	100%	100%	100%	100%	100%	86%
Large Avg.	93%	82%	91%	87%	66%	53%	48%
Group 3 Avg.	88%	82%	83%	85%	66%	58%	52%
Connections Avg.	88%	77%	82%	80%	61%	53%	50%

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan designed as an integrated part of the school-specific professional development agenda. Consistent with last year, offerings include 100, 200 and 300 level courses into which teachers are enrolled based on length of employment and school operations. Teachers have the option of not taking a designated course in favor of a specialized math professional development track instead: the Math, We’ve Got This! (MWGT!) Series. The values reported here represent all PL sessions offered from the start of school to present. Connections will continue to work with schools to take full advantage of these resources.

School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
CalCA 18-19	96%	95%	80%
CalCA 17-18	97%	99%	77%
Large Avg.	98%	97%	82%
Group 3 Avg.	92%	96%	79%
Connections Avg.	93%	96%	80%

- **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 to their teaching position for the next school year. 96% of teachers said “Yes” across Connections-supported schools, down from 98% in 2018. 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. 80% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”; this represents a 2% increase over the response rate in 2018. Efforts continue each year to increase student retention.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for August, 2019

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written financial report for CalCA schools

DATE: August 26, 2019

BACKGROUND

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

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. 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.

STAFFING UPDATE:

The organization has added a new position in the Business Services Department, a Director of Finance, LaChelle Carter. This position will take over much of the fiscal reporting and compliance items, including budgeting. She will also be in charge of the state reporting. LaChelle Carter will be introduced to the board at the August meeting; she started in mid-July and transitions of duties have begun. I will be completing the year-end financial processes from 2018-19 and LaChelle will be taking over as we transition into the 2019-20 fiscal year reporting. She will start to take over the board reporting on the items under her responsibilities. Following this board meeting, she will be added on to the organization's bank accounts as an administrator.

My position will have a title change and will focus on items related to attendance, operations, charter renewals, authorizer relationships, board policy and operations, etc.

COMPLIANCE AND POLICY ITEMS:

All items due in June were submitted by the state deadline, including the budget, LCAP, LCAP Federal Addendum, the Annual Charter School Information Survey and the Consolidated Applications.

End of year CALPADS reporting is being completed by the deadline. The EOY reporting includes reporting on college course enrollment/completion and on student absenteeism, as well as the students who graduated in time to be reported for the 2018-19 school year. This data is all used for the Dashboard accountability metrics and will be compared to the previous year to look for improvement or decline. The final data for 2018-19 graduates, including summer graduates, will be extracted by the CDE at the end of August and will be used to calculate the graduation rate for each school.

Annual ADA reporting, from which some funding calculations are drawn, was completed by early July. However, it is important to remember that the majority of funding is calculated on the P2, reported in the spring. Lottery funds are one exception. The Annual ADA reported was:

Capistrano: 3,651.52
Central: 451.40
Ripon: 1,228.68
North Bay: 182.30

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 all of 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. For some schools this will just be a year-end reconciliation, for others it will be the main exchange of funds between the school and its authorizer.

New reporting for federal funds:

The "LCAP Federal Addendum" was designed to fill in any gaps in the LCAP needed to meet federal reporting requirements. The schools each submitted the appropriate sections needed for Title I, Title II and Title IV requirements. Each part of each Addendum was reviewed by CDE and most of it was approved. A few sections were sent back for additional clarification and work is being done on updating and resubmitting those sections. Once the entire Addendum has been CDE approved, it will be brought back to the board for ratification. It is unclear how much updating will be needed annually. In conjunction with the LCAPs, these documents will serve as the "plans" for federal funds.

The two new schools will not be receiving federal title funds this year. If the schools have enrolled 40% or more low income students by October, applications for federal funds may then be submitted at that time.

YEAR END FINANCIAL STATEMENTS:

The revenue amounts were matched up for all schools to the amounts documented by CDE. Lottery funds were higher than normal this year due to an unexpected increase in lottery ticket sales, so all school were able to book additional revenue from this source. Despite ADA that was below budget, cost savings were realized so that all the schools except the Ripon school ended with a positive fund balance with no need for a deficit protection credit.

The bonuses for all staff for 2018-19 will be paid out at the end of October. Bonuses for administrator are accrued as part of the 2018-19 fiscal year, but bonuses for teacher are incorporated as part of the 2019-20 budget. In addition, per the new board approved policy about compensation, there will be no more performance bonuses starting in 2019-20 and so the bonus potential for each employee has been incorporated into the regular annual compensation for all staff. The only part of compensation that will still be dependent on the employee's performance evaluation will be the percent of 'merit increase'. Employees who earn a rating of "exceeds expectations" can get a higher increase and employees who are performing "below expectations" would get a lower increase compared to the rest of the staff.

The College and Career Grant funds had to be spent by June 30, 2019. Most of the funds were spent but there may be some funds that have to be returned to CDE for the smaller schools.

The chart below summarizes some of the key financial aspects of the 2018-19 fiscal year.

ITEM	CAPISTRANO	RIPON	CENTRAL	NORTH BAY
Funded ADA compared to budget	185 below	76 below	11 below	3 below
Total Ending Revenue for 18-19	\$37,979,286	\$12,565,750	\$4,852,811	\$1,923,774
Total Expenses for 18-19	\$37,479,029	\$12,600,900	\$4,755,884	\$1,843,293
Ending Fund Balance for 18-19 (revenue less expenses)	\$500,257	<\$35,150>	\$96,926	\$80,481
Cumulative Net Assets (Cumulative fund balance)	\$949,935	\$10,688	\$147,906	\$154,217
TOTAL Deficit Protection Credits	0	\$108,000	0	0

Compensation expenses were above budget for all schools. For the “other school expenses”, the totals were below budget for all schools, with some schools significantly below budget. The areas that were above budget in this category were staff training for all schools except Central, and for all schools except North Bay the LiveSpeech case management and audit line items were above budget. For the Capistrano school, the student activities total was above budget, but this was not the case for the other three schools. For Central, the testing costs exceeded budget, but the other schools were within budget on this item.

For fee based expense items, the Capistrano school was very close to budget. The Ripon school was below budget, but Central and North Bay were above budget. Within that general category, the substitute services and student technology were above budget, and for North Bay, instructional materials were above budget.

Overall, for the corporation’s finances combined, the assets, in the form of the cumulative ending fund balance, doubled over the course of the 2018-19 fiscal year when compared to the starting balance. The fund balance is now over \$1.2 million. Consideration might be given as to whether a target balance is desired for the corporation, and if so, how to achieve that.

TAX RETURNS:

The final close out tax returns, both federal and state, for the two non-profit corporations which were merged took place in late July. The returns had to be submitted via US mail, and were mailed a few days later than the July 15 deadline.

AUDITS:

The audit finding from last year has now been resolved with the CDE and additional payments for interest on federal funds will be remitted for the 2018-19 school year now that the year-end financials are completed. The schools will undergo a "single audit" for federal funds, and this will be consolidated across all the schools. As a reminder, this will be the first fiscal year where all schools will be incorporated into one audit report, although each school's finances will be shown separately. LaChelle Carter, Director of Finance, will be assisting with the audit process.

CHARTER RENEWAL AND NEW CHARTERS:

The name change for the Capistrano school has been completed, the new school name is now officially shown as "California Connections Academy Southern California". The name change to remove the '@' sign for the North Bay school is in progress with CDE. Additional follow up for these name changes is needed, for example, for WASC and other agencies.

The CDE required a package of documentation for the charter renewals which both authorizers submitted since the last board meeting.

The Operational MOU renewal for the North Bay school is underway and a revised document should be available for the September board meeting. Middletown USD anticipates bringing it to their October board meeting at the beginning of October.

The bank accounts for the two new schools will be opened in late August or early September. The process for accreditation for the two new schools has been started. Agreements were made with the authorizer of the Monterey Bay school for transfer of most students who live in Santa Clara county from the Ripon school to the Monterey Bay school.

NON-PROFIT CORPORATION MERGER:

The OCDE is still processing the new instructions to move funds from the county treasury to the school's Chase accounts. It is expected that funds will be able to be moved within the next two weeks.

Contracts being renewed are being put into the California Online Public Schools corporation name. Tax returns and audits will be done for the 2018-19 fiscal year in a consolidated manner. Additional updated policies are still needed and will be done throughout the year.

OTHER ACTIVITIES:

I attended the national charter school conference in Las Vegas in July and the Connections Education/POBL annual leadership conference in Baltimore in late June.

Once again the school office closed for a week in mid-July and all administrative staff had a week of paid time off.

The funds from the Prop 39 Energy Grant were encumbered by June 30 for both the Capistrano (Southern California) and Ripon (Northern California) offices. For the Southern California office, the preparation work to upgrade the HVAC is underway, using Barr Engineering. There will be additional cost due to the permit process required by the city, but attempts are being made to keep this to a minimum. For the solar project, the costs have risen so significantly since the grant application was first approved that an amendment is required to shift more funds to that project and to reduce the scope of the project. The Energy Commission is not accepting any amendments until October so progress will be delayed until then. Some refinements to the proposals for the lighting upgrades are being done so a contractor has not yet been selected for that portion.

At the Northern California office, the vendors have been selected and the lighting project is scheduled for this month. The HVAC and solar work is still awaiting final approval from the landlord but is expected to take place in the coming months.

The back to school retreat for all staff went very well. The Business Services team provides logistical support during the event.

Year End Balance Sheets:

The following is the most current status of the outstanding Connections Education invoices:

- Capistrano paid for the December invoices in July, but still owes for January through May, and once the June invoices are approved those will be added as well. The delay is due in part to the change in bank accounts from the corporate merger. At least one additional payment should be made by the end of August.
- Ripon, North Bay and Central are all caught up on payments of Connections invoices through May, most of which were paid during the summer. June invoices will be due after board approval this month.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

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)

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	1,102,226		1,102,226
	Education Protection Account State Aid - Current year	8012	36,242		36,242
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	559,219		559,219
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		1,697,687	0	1,697,687
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)				
		8290		37,798	37,798
	Federal Funding - Title I	8290		23,596	
	Federal Funding - Title II-A	8290		4,202	
	Federal Funding - Title IV	8290		10,000	
	Prior Year Adjustments	8019		0	0
	Special Education - Federal	8181, 8182		25,191	25,191
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	122	0	122
			122	0	0
	Total, Federal Revenues		122	62,989	63,111
3.	Other State Revenues				
	Special Education - State	StateRevSE		28,968	28,968
	All Other State Revenues	StateRevAO	96,234	0	96,234
	Star Testing	StateRevAO	247		
	College and Career Block Grant	StateRevAO	0		
	Madated Cost Reimbursement	StateRevAO	5,429		
	One Time State Funding	StateRevAO	30,845		
	Lottery	StateRevAO	41,613	0	
	Classified Employee PD grant	StateRevAO	96		
	Low Performing Student Block Grant	StateRevAO	3,458		
	Miscellaneous State Funds	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	14,546		
	Total, Other State Revenues		96,234	28,968	125,202
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	37,774	0	37,774
	Interest Income	LocalRevAO	217		
	Prior Year Adjustments	LocalRevAO	37,057		
	Microsoft Voucher Reimbursement Program	LocalRevAO	500		
	Total, Local Revenues		37,774	0	37,774
5.	TOTAL REVENUES		1,831,817	91,957	1,923,774

1,923,774.37 0.00
All revenue will be confirmed again to match CDE

B. EXPENDITURES				
1.	Certificated Salaries			
	Certificated Teachers' Salaries	1100	362,078	46,558
	Certificated Pupil Support Salaries	1200	32,573	0
	Certificated Supervisors' and Administrators' Salaries	1300	37,561	7,213
	Other Certificated Salaries	1900	0	0
	Total, Certificated Salaries		432,212	53,771
2.	Non-certificated Salaries			
	Instructional Aides' Salaries	2100	0	0
	Non-certificated Support Salaries	2200	25,971	0
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0
	Clerical and Office Salaries	2400	0	0
	Other Non-certificated Salaries	2900	0	0
	Total, Non-certificated Salaries		25,971	0
	Description	Object Code	Unrestricted	Restricted
3.	Employee Benefits			
	STRS	3101-3102	76,944	6,267
	PERS	3201-3202	0	0
	OASDI / Medicare / Alternative	3301-3302	8,254	780
	Health and Welfare Benefits	3401-3402	122,125	4,432
	Unemployment Insurance	3501-3502	6,185	726
	Workers' Compensation Insurance	3601-3602	9,164	1,075
	Retiree Benefits	3701-3702	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0
	Other Employee Benefits	3901-3902	0	0
	Total, Employee Benefits		222,672	13,281
4.	Books and Supplies			
	Approved Textbooks and Core Curricula Materials	4100	0	0
	Books and Other Reference Materials	4200	312,553	0
	Tangible and Intangible Instructional Materials	4200	312,500	
	Other Curriculum	4200	53	
	minus restricted lottery funds	4200	0	
	Materials and Supplies	4300	138,373	0
	Office Supplies	4300	1,631	
	Expensed Furniture and Equipment	4300	71	
	ConnexusTM Annual License (LMS)	4300	123,582	
	Hardware/Software - Employees	4300	6,362	
	School Curriculum Supplies	4300	4,696	
	Graduation	4300	2,030	
	Noncapitalized Equipment	4400	87,975	0
	Student Technology Assistance	4400	87,975	
	Student Testing Technology	4400	0	
	Food	4700	0	0
	Total, Books and Supplies		538,901	0
5.	Services and Other Operating Expenditures			
	Subagreements for Services	5100	280,482	100,881
	Educational Resource Center	5100	25,952	
	Short-Term Substitute Teaching	5100	17,666	
	Direct Course Instruction Support	5100	4,724	
	Technical Support and Repairs	5100	30,896	
	Enrollment and Records Management	5100	12,040	
	Human Resources Support	5100	13,255	
	Facility Support Services	5100	870	
	Community Outreach	5100	0	
	Accounting and Regulatory Reporting	5100	10,299	
	Treasury Services	5100	28,033	
	Marketing Services	5100	18,689	
	Special Education Oversight and Liability	5100		46,722
	Contractual Service Credit	5100	0	
	School Administration	5100	112,134	
	College and Career Block Grant	5100	5,925	
	Title I - SES Tutoring	5100	0	
	Special Education Direct Services	5100		54,159

Add Title I restricted staff expenses here

572,871.91 (60,917.66)
plus June accruals 60,917.66
0.00

Add Title I restricted staff expenses here

Add Title II costs for tuition reimbursement

808,825.34 (60,917.66)
plus June accruals 60,917.66
0.00

Move restricted lottery to 4100

Travel and Conferences		5200	6,109	0	6,109
	<i>Travel and Conferences - Teachers</i>	5200	372		
	<i>Travel and Conferences - Administration</i>	5200	1,036		
	<i>Board Expenses</i>	5200	25		
	<i>Student Activities</i>	5200	4,675		
Dues and Memberships		5300	2,727	0	2,727
	<i>Dues</i>	5300	2,727		
Insurance		5400	465	0	465
	<i>Insurance - D&O</i>	5400	465		
Operations and Housekeeping Services		5500	795	0	795
	<i>Maintenance & Repair</i>	5500	795		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	12,059	0	12,059
	<i>Copiers/Reproduction</i>	5600	721		
	<i>Rent</i>	5600	9,139		
	<i>Rent Operating Expense</i>	5600	1,132		
	<i>Rent Storage Unit</i>	5600	270		
	<i>Utilities</i>	5600	797		
Professional/Consulting Services and Operating Expnd.		5800	70,462	0	70,462
	<i>Student Testing & Assessment</i>	5800	7,604		
	<i>Staff Recruiting</i>	5800	606		
	<i>Staff Training / Prof. Dvlpmnt.</i>	5800	17,949		
	<i>Team Building</i>	5800	512		
	<i>M&T Credit Suspense</i>	5800	0		
	<i>Banking Fees</i>	5800	(49)		
	<i>Financial Audit</i>	5800	8,063		
	<i>District Oversight</i>	5800	19,251		
	<i>District Administration</i>	5800	0		
	<i>STRS Reporting</i>	5800	1,110		
	<i>Accreditation and Consulting</i>	5800	1,060		
	<i>Internet Subsidy Payment Processing</i>	5800	3,825		
	<i>Legal</i>	5800	2,938		
	<i>Science Lab</i>	5800	2,663		
	<i>Science Lab - Contracted Services</i>	5800	1,145		
	<i>Other School Contracted Services</i>	5800	654		
	<i>Other School Expenses</i>	5800	28		
	<i>LiveSpeech</i>	5800	640		
	<i>Math Time to Talk</i>	5800	825		
	<i>Prop 39 Clean Energy Planning</i>	5800	0		
	<i>AERIES</i>	5800	662		
	<i>Summer School</i>	5800	978		
Communications		5900	20,654	0	20,654
	<i>ISP Payment Reimbursement</i>	5900	8,840		
	<i>Curriculum Postage</i>	5900	9,933		
	<i>Office Postage</i>	5900	864		
	<i>High-Speed Internet</i>	5900	682		
	<i>Phone</i>	5900	334		
Total, Services and Other Operating Expenditures			393,752	100,881	494,634
6. Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	0	0	0
	Total, Capital Outlay		0	0	0
7. Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8. TOTAL EXPENDITURES			1,613,509	167,934	1,781,443

Some training costs will be allocated to restricted for Title I and II

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		218,309	(75,977)	142,332
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)		218,309	(75,977)	142,332
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	73,736	0	73,736
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c. Adjusted Beginning Balance		73,736	0	73,736
2. Ending Fund Balance, June 30 (E + F1c)		292,044	(75,977)	216,067
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	292,044	(75,977)	216,067
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	133,755	0	133,755
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	525,344	0	525,344
4. Due from Grantor Government	9290	0	0	0
5. Stores	9320	0	0	0
6. Prepaid Expenditures (Expenses)	9330	1,501	0	1,501
7. Other Current Assets	9340	0	0	0
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0
9. TOTAL ASSETS		660,600	0	660,600
H. LIABILITIES				
1. Accounts Payable	9500	502,926	0	502,926
2. Due to Grantor Government	9590	0	0	0
3. Current Loans	9640	0	0	0
4. Deferred Revenue	9650	3,458	0	3,458
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6. TOTAL LIABILITIES		506,384	0	506,384
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		154,217	0	154,217

80,480.95	61,850.81
June comp accruals	60,917.66
Amount to correct	933.15
for final report	

Once adjustments are made this will balance
(61,851)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

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)

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	3,343,040		3,343,040
	Education Protection Account State Aid - Current year	8012	781,089		781,089
	Transfers to Charter Schools in Lieu of Property Taxes	8096	233,871		233,871
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		4,358,000	0	4,358,000
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		113,025	113,025
	Federal Funding - Title I	8290		89,598	
	Federal Funding - Title II-A	8290		13,427	
	Federal Funding - Title IV	8290		10,000	
	Prior Year Adjustments	8019		338	338
	Special Education - Federal	8181, 8182		61,464	61,464
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	333	0	333
	Federal Funding - E-Rate		333	0	0
	Total, Federal Revenues		333	174,827	175,160
3.	Other State Revenues				
	Special Education - State	StateRevSE		70,680	70,680
	All Other State Revenues	StateRevAO	224,883	0	224,883
	Star Testing	StateRevAO	919		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	11,956		
	One Time State Funding	StateRevAO	75,262		
	Lottery	StateRevAO	104,488	0	
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	259		
	Low Performing Student Block Grant	StateRevAO	8,892		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	23,106		
	Total, Other State Revenues		224,883	70,680	295,563
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	24,088	0	24,088
	Interest Income	LocalRevAO	1,538		
	Donation	LocalRevAO	0		
	Microsoft Voucher Reimbursement Program	LocalRevAO	1,400		
	Prior Year Adjustments	LocalRevAO	21,150		
	Total, Local Revenues		24,088	0	24,088
5.	TOTAL REVENUES		4,607,304	245,507	4,852,811

4,852,810.57 0.00
All revenue will be confirmed again to match

B. EXPENDITURES

1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	947,030	104,787	1,051,816
	Certificated Pupil Support Salaries	1200	85,583		85,583
	Certificated Supervisors' and Administrators' Salaries	1300	104,128	19,996	124,124
	Other Certificated Salaries	1900			0
	Total, Certificated Salaries		1,136,741	124,783	1,261,524
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	71,559	0	71,559
	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		71,559	0	71,559
Description			Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	196,868	19,103	215,971
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	21,957	1,809	23,766
	Health and Welfare Benefits	3401-3402	282,237	49,900	332,137
	Unemployment Insurance	3501-3502	16,312	1,685	17,997
	Workers' Compensation Insurance	3601-3602	24,166	2,496	26,662
	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		541,540	74,993	616,533
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	762,540	0	762,540
	Tangible and Intangible Instructional Materials	4200	758,800		
	Other Curriculum	4200	3,740		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	345,119	0	345,119
	Office Supplies	4300	3,271		
	Expensed Furniture and Equipment	4300	194		
	ConnexusTM Annual License (LMS)	4300	311,058		
	Hardware/Software - Employees	4300	15,573		
	School Curriculum Supplies	4300	11,495		
	Graduation	4300	3,528		
	Noncapitalized Equipment	4400	249,073	0	249,073
	Student Technology Assistance	4400	243,225		
	Student Testing Technology	4400	5,848		
	Food	4700	0	0	0
	Total, Books and Supplies		1,356,733	0	1,356,733
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	716,373	250,122	966,495
	Educational Resource Center	5100	65,322		
	Short-Term Substitute Teaching	5100	45,317		
	Direct Course Instruction Support	5100	11,329		
	Technical Support and Repairs	5100	77,765		
	Enrollment and Records Management	5100	29,800		
	Human Resources Support	5100	32,444		
	Facility Support Services	5100	2,370		
	Community Outreach	5100	25,000		
	Accounting and Regulatory Reporting	5100	25,922		
	Treasury Services	5100	70,766		
	Marketing Services	5100	47,191		
	Special Education Oversight and Liability	5100	0	117,978	
	Contractual Service Credit	5100	0		
	School Administration	5100	283,148		
	Title I - SES Tutoring	5100	0		
	Special Education Direct Services	5100	0	132,144	

Add Title I restricted staff expenses here

1,501,527.07 (168,444.53)
June accruals 151,666.70
Correct for final report (16,777.83)

Add Title I restricted staff expenses here

Add Title II costs for tuition reimbursement

2,118,059.92 (168,444.53)
see above for notes

Move restricted lottery to 4100

Travel and Conferences			5200	30,428	0	30,428
	<i>Travel and Conferences - Teachers</i>	5200		613		
	<i>Travel and Conferences - Administration</i>	5200		2,616		
	<i>Student Testing & Assessment Travel</i>	5200		18,446		
	<i>Board Expenses</i>	5200		69		
	<i>Student Activities</i>	5200		8,684		
Dues and Memberships			5300	6,165	0	6,165
	<i>Dues</i>	5300		6,165		
Insurance			5400	1,128	0	1,128
	<i>Insurance - D&O</i>	5400		1,128		
Operations and Housekeeping Services			5500	2,099	0	2,099
	<i>Maintenance & Repair</i>	5500		2,099		
Rentals, Leases, Repairs, and Noncap. Improvements			5600	31,927	0	31,927
	<i>Copiers/Reproduction</i>	5600		1,875		
	<i>Rent</i>	5600		24,163		
	<i>Rent Operating Expense</i>	5600		2,992		
	<i>Rent Storage Unit</i>	5600		736		
	<i>Utilities</i>	5600		2,162		
Professional/Consulting Services and Operating Expnd.			5800	188,501	0	188,501
	<i>Student Testing & Assessment</i>	5800		20,890		
	<i>Staff Recruiting</i>	5800		1,593		
	<i>Staff Training / Prof. Dvlpmnt.</i>	5800		47,975		
	<i>Team Building</i>	5800		1,292		
	<i>M&T Credit Suspense</i>	5800		0		
	<i>Banking Fees</i>	5800		387		
	<i>Financial Audit</i>	5800		10,563		
	<i>District Oversight</i>	5800		43,580		
	<i>District Administration</i>	5800		11,600		
	<i>STRS Reporting</i>	5800		2,559		
	<i>Accreditation and Consulting</i>	5800		1,020		
	<i>Internet Subsidy Payment Processing</i>	5800		10,575		
	<i>Legal</i>	5800		7,637		
	<i>Science Lab</i>	5800		6,991		
	<i>Science Lab - Other Contracted Services</i>	5800		2,947		
	<i>Other School Contracted Services</i>	5800		1,713		
	<i>Other School Expenses</i>	5800		73		
	<i>Prop 39 Clean Energy Planning</i>	5800		0		
	<i>AERIES</i>	5800		1,671		
	<i>LiveSpeech</i>	5800		6,640		
	<i>Math Time to Talk</i>	5800		3,740		
	<i>Other Curriculum</i>	5800		129		
	<i>Summer School</i>	5800		4,927		
Communications			5900	55,806	0	55,806
	<i>ISP Payment Reimbursement</i>	5900		26,317		
	<i>Curriculum Postage</i>	5900		24,585		
	<i>Office Postage</i>	5900		2,250		
	<i>High Speed Internet</i>	5900		1,783		
	<i>Phone</i>	5900		871		
Total, Services and Other Operating Expenditures				1,032,425	250,122	1,282,547
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				4,138,998	449,898	4,588,896

Some training costs will be allocated to restricted for Title I and II

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		468,306	(204,391)	263,915
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)		468,306	(204,391)	263,915
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	50,980	0	50,980
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c. Adjusted Beginning Balance		50,980	0	50,980
2. Ending Fund Balance, June 30 (E + F1c)		519,286	(204,391)	314,895
Components of Ending Fund Balance (Optional):				
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	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	519,286	(204,391)	314,895
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	452,549	0	452,549
In Revolving Fund	9130	0	0	0
With Fiscal Agent	9135	0	0	0
Collections Awaiting Deposit	9140	0	0	0
2. Investments	9150	0	0	0
3. Accounts Receivable	9200	1,044,000	0	1,044,000
4. Due from Grantor Government	9290	0	0	0
5. Stores	9320	0	0	0
6. Prepaid Expenditures (Expenses)	9330	8,190	0	8,190
7. Other Current Assets	9340	100	0	100
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0
9. TOTAL ASSETS		1,504,840	0	1,504,840
H. LIABILITIES				
1. Accounts Payable	9500	1,304,931	0	1,304,931
2. Due to Grantor Government	9590	0	0	0
3. Current Loans	9640	0	0	0
4. Deferred Revenue	9650	52,003	0	52,003
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6. TOTAL LIABILITIES		1,356,934	0	1,356,934
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		147,906	0	147,906

96,926.34 166,988.62
June comp accruals 151,666.70
Amount to correct 15,321.92
for final report

Once adjustments are made this will balance
(166,989)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

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)

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	7,789,538		7,789,538
	Education Protection Account State Aid - Current year	8012	2,101,845		2,101,845
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,622,260		1,622,260
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		11,513,643	0	11,513,643
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)				
		8290		206,635	206,635
	Federal Funding - Title I	8290		167,140	
	Federal Funding - Title II-A	8290		29,162	
	Federal Funding - Title IV	8290		10,333	
	Prior Year Adjustments	8019		0	0
	Special Education - Federal	8181, 8182		164,279	164,279
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	935	0	935
			935	0	0
	Total, Federal Revenues		935	370,914	371,849
3.	Other State Revenues				
	Special Education - State	StateRevSE		188,913	188,913
	All Other State Revenues	StateRevAO	478,189	0	478,189
	Star Testing	StateRevAO	2,267		
	College and Career Block Grant	StateRevAO			
	Mandated Cost Reimbursement	StateRevAO	33,073		
	One Time State Funding	StateRevAO	201,156		
	Lottery	StateRevAO	283,015	0	
	Miscellaneous State Funds	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	25,194		
	Classified Employee PD grant	StateRevAO	734		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	(67,251)		
	Total, Other State Revenues		478,189	188,913	667,102
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	13,156	0	13,156
	Interest Income	LocalRevAO	12,468		
	Donation	LocalRevAO	151		
	Microsoft Voucher Reimbursement Program	LocalRevAO	537		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		13,156	0	13,156
5.	TOTAL REVENUES		12,005,923	559,827	12,565,750

12,565,750.06

0.01

All revenue will be confirmed again to match CDE

B. EXPENDITURES							
1.	Certificated Salaries						
	Certificated Teachers' Salaries	1100	2,586,296	331,442	2,917,738		
	Certificated Pupil Support Salaries	1200	233,779	0	233,779		
	Certificated Supervisors' and Administrators' Salaries	1300	292,910	51,437	344,347		
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		3,112,986	382,878	3,495,864		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	201,155	0	201,155		
	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		201,155	0	201,155		
Description					Object Code	Unrestricted	Restricted
3.	Employee Benefits						
	STRS	3101-3102	535,070	53,932	589,002		
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	60,527	5,552	66,078		
	Health and Welfare Benefits	3401-3402	872,709	36,223	908,932		
	Unemployment Insurance	3501-3502	44,741	5,169	49,910		
	Workers' Compensation Insurance	3601-3602	66,283	7,658	73,940		
	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		1,579,329	108,533	1,687,863		
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	4100	0	0	0		
	Books and Other Reference Materials	4200	2,030,429	0	2,030,429		
	<i>Tangible and Intangible Instructional Materials</i>	4200	2,030,075				
	<i>Other Curriculum</i>	4200	354				
	<i>minus restricted lottery funds</i>	4200	0				
	Materials and Supplies	4300	937,751	0	937,751		
	<i>Office Supplies</i>	4300	8,653				
	<i>Expensed Furniture and Equipment</i>	4300	545				
	<i>ConnexusTM Annual License (LMS)</i>	4300	842,568				
	<i>Hardware/Software - Employees</i>	4300	42,758				
	<i>School Curriculum Supplies</i>	4300	31,559				
	<i>Graduation</i>	4300	11,668				
	Noncapitalized Equipment	4400	590,297	0	590,297		
	<i>Student Technology Assistance</i>	4400	577,875				
	<i>Student Testing Technology</i>	4400	12,422				
	Food	4700	0	0	0		
	Total, Books and Supplies		3,558,476	0	3,558,476		
5.	Services and Other Operating Expenditures						
	Subagreements for Services	5100	1,768,639	658,506	2,427,145		
	<i>Educational Resource Center</i>	5100	176,939				
	<i>Short -Term Substitute Teaching</i>	5100	123,252				
	<i>Direct Course Instruction Support</i>	5100	33,388				
	<i>Technical Support and Repairs</i>	5100	210,642				
	<i>Enrollment and Records Management</i>	5100	78,600				
	<i>Human Resources Support</i>	5100	89,079				
	<i>Facility Support Services</i>	5100	6,654				
	<i>Community Outreach</i>	5100	50,000				
	<i>Accounting and Regulatory Reporting</i>	5100	70,214				
	<i>Treasury Services</i>	5100	182,991				
	<i>Marketing Services</i>	5100	122,126				
	<i>Special Education Oversight and Liability</i>	5100		305,314			
	<i>Contractual Service Credit</i>	5100	(108,000)				
	<i>School Administration</i>	5100	732,753				
	<i>Title I - SES Tutoring</i>	5100	0				
	<i>Special Education Direct Services</i>	5100		353,192			

Add Title I restricted staff expenses here

4,119,797.32 (422,778.24)
June comp accruals 417,966.74
Amount to correct (4,811.50)

Add Title I restricted staff expenses here

Add Title II costs for tuition reimbursement

5,807,659.88 (422,778.24)
see note above

Move restricted lottery to 4100

Travel and Conferences		5200	26,598	0	26,598
	<i>Travel and Conferences - Teachers</i>	5200	3,228		
	<i>Travel and Conferences - Administration</i>	5200	7,180		
	<i>Board Expenses</i>	5200	193		
	<i>Student Activities</i>	5200	15,997		
Dues and Memberships		5300	17,110	0	17,110
	<i>Dues</i>	5300	17,110		
Insurance		5400	3,118	0	3,118
	<i>Insurance - D&O</i>	5400	3,118		
Operations and Housekeeping Services		5500	6,271	0	6,271
	<i>Maintenance & Repair</i>	5500	6,271		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	89,111	0	89,111
	<i>Copiers/Reproduction</i>	5600	5,124		
	<i>Rent</i>	5600	67,501		
	<i>Rent Operating Expense</i>	5600	8,354		
	<i>Rent Storage Unit</i>	5600	2,066		
	<i>Utilities</i>	5600	6,066		
Professional/Consulting Services and Operating Expend.		5800	516,139	0	516,139
	<i>Student Testing & Assessment</i>	5800	108,777		
	<i>Staff Recruiting</i>	5800	4,172		
	<i>Staff Training / Prof. Dvlpmt.</i>	5800	132,473		
	<i>Team Building</i>	5800	3,566		
	<i>M&T Credit Suspense</i>	5800	0		
	<i>Banking Fees</i>	5800	1,310		
	<i>Financial Audit</i>	5800	11,225		
	<i>District Oversight</i>	5800	115,136		
	<i>District Administration</i>	5800	12,400		
	<i>STRS Reporting</i>	5800	7,556		
	<i>Accreditation and Consulting</i>	5800	1,020		
	<i>Internet Subsidy Payment Processing</i>	5800	25,125		
	<i>Legal</i>	5800	20,944		
	<i>Science Lab</i>	5800	19,290		
	<i>Science Lab - Other Contracted Services</i>	5800	8,125		
	<i>Other School Contracted Services</i>	5800	4,685		
	<i>Other School Expenses</i>	5800	202		
	<i>Prop 39 Clean Energy Planning</i>	5800	2,490		
	<i>AERIES</i>	5800	4,431		
	<i>LiveSpeech</i>	5800	7,840		
	<i>Math Time to Talk</i>	5800	8,855		
	<i>Summer School</i>	5800	16,517		
Communications		5900	143,001	0	143,001
	<i>ISP Payment Reimbursement</i>	5900	64,828		
	<i>Curriculum Postage</i>	5900	64,845		
	<i>Office Postage</i>	5900	6,091		
	<i>High Speed Internet</i>	5900	4,863		
	<i>Phone</i>	5900	2,375		
Total, Services and Other Operating Expenditures			2,569,987	658,506	3,228,493
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			11,021,933	1,149,918	12,171,851

Some training costs will be allocated to restricted for Title I and II

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		983,990	(590,091)	393,899
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)		983,990	(590,091)	393,899
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	45,838	0	45,838
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c. Adjusted Beginning Balance		45,838	0	45,838
2. Ending Fund Balance, June 30 (E + F1c)		1,029,828	(590,091)	439,737
Components of Ending Fund Balance (Optional):				
Reserve for Revolving Cash (equals object 9130)	9711		0	0
Reserve for Stores (equals object 9320)	9712	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
Reserve for All Others	9719	0	0	0
General Reserve	9730	0	0	0
Legally Restricted Balance	9740	0	0	0
Designated for Economic Uncertainties	9770	0	0	0
Other Designations	9775, 9780	0	0	0
Undesignated / Unappropriated Amount	9790	1,029,828	(590,091)	439,737
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	1,742,305	0	1,742,305
In Revolving Fund	9130	223	0	223
With Fiscal Agent	9135	0	0	0
Collections Awaiting Deposit	9140	0	0	0
2. Investments	9150	0	0	0
3. Accounts Receivable	9200	3,630,905	0	3,630,905
4. Due from Grantor Government	9290	0	0	0
5. Stores	9320	0	0	0
6. Prepaid Expenditures (Expenses)	9330	6,476	0	6,476
7. Other Current Assets	9340	300	0	300
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0
9. TOTAL ASSETS		5,380,210	0	5,380,210
H. LIABILITIES				
1. Accounts Payable	9500	5,183,274	0	5,183,274
2. Due to Grantor Government	9590	0	0	0
3. Current Loans	9640	0	0	0
4. Deferred Revenue	9650	186,248	0	186,248
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6. TOTAL LIABILITIES		5,369,522	0	5,369,522
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		10,688	0	10,688

(35,150.26)	429,049.42
June comp accruals	417,966.74
Amount to correct for final report	11,082.68

Once adjustments are made this will balance
(429,049)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019

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)

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	8,437,895		8,437,895
	Education Protection Account State Aid - Current year	8012	730,420		730,420
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	24,949,577		24,949,577
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		34,117,892	0	34,117,892
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		702,190	702,190
	Federal Funding - Title I	8290		573,162	
	Federal Funding - Title II-A	8290		97,415	
	Federal Funding - Title IV	8290		31,613	
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		527,206	527,206
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	2,826	0	2,826
			2,826	0	0
	Total, Federal Revenues		2,826	1,229,396	1,232,222
3.	Other State Revenues				
	Special Education - State	StateRevSE		606,261	606,261
	All Other State Revenues	StateRevAO	1,950,584	0	1,950,584
	Star Testing	StateRevAO	6,802		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	108,042		
	One Time State Funding	StateRevAO	645,552		
	Lottery	StateRevAO	838,668	0	
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	2,105		
	Low Performing Student Block Grant	StateRevAO	89,909		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	259,506		
	Total, Other State Revenues		1,950,584	606,261	2,556,845
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	72,326	0	72,326
	Interest Income	LocalRevAO	78,291		
	Donation	LocalRevAO	10		
	Microsoft Voucher Reimbursement Program	LocalRevAO	6,853		
	Prior Year Adjustments	LocalRevAO	(12,828)		
	Total, Local Revenues		72,326	0	72,326
5.	TOTAL REVENUES		36,143,629	1,835,657	37,979,286

37,979,285.54 0.00
All revenue will be confirmed again to match CDE

B. EXPENDITURES

1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	7,569,688	968,596	8,538,283
	Certificated Pupil Support Salaries	1200	684,064		684,064
	Certificated Supervisors' and Administrators' Salaries	1300	887,868	170,498	1,058,366
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		9,141,620	1,139,094	10,280,713
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	609,066	0	609,066
	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		609,066	0	609,066
	Description	Object Code	Unrestricted	Restricted	Total
3.	Employee Benefits				
	STRS	3101-3102	1,562,875	158,858	1,721,733
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	179,147	16,517	195,664
	Health and Welfare Benefits	3401-3402	2,258,738.69	412,552	2,671,291
	Unemployment Insurance	3501-3502	131,634	15,378	147,012
	Workers' Compensation Insurance	3601-3602	195,014	22,782	217,796
	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		4,327,409	626,086	4,953,495
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	5,659,295	0	5,659,295
	<i>Tangible and intangible Instructional Materials</i>	4200	5,653,825		
	<i>Other Curriculum</i>	4200	5,470		
	<i>minus restricted lottery funds</i>	4200	0		
	Materials and Supplies	4300	2,749,962	0	2,749,962
	<i>Office Supplies</i>	4300	25,589		
	<i>Expensed Furniture and Equipment</i>	4300	1,647		
	<i>ConnexusTM Annual License (LMS)</i>	4300	2,458,296		
	<i>Hardware/Software - Employees</i>	4300	124,306		
	<i>School Curriculum Supplies</i>	4300	91,750		
	<i>Graduation</i>	4300	48,374		
	Noncapitalized Equipment	4400	1,629,837	0	1,629,837
	<i>Student Technology Assistance</i>	4400	1,606,550		
	<i>Student Testing Technology</i>	4400	23,287		
	Food	4700	0	0	0
	Total, Books and Supplies		10,039,094	0	10,039,094
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	5,968,743	2,052,484	8,021,227
	<i>Educational Resource Center</i>	5100	516,242		
	<i>Short -Term Substitute Teaching</i>	5100	360,666		
	<i>Direct Course Instruction Support</i>	5100	99,909		
	<i>Technical Support and Repairs</i>	5100	614,574		
	<i>Enrollment and Records Management</i>	5100	218,760		
	<i>Human Resources Support</i>	5100	258,971		
	<i>Facility Support Services</i>	5100	20,107		
	<i>Community Outreach</i>	5100	550,000		
	<i>Accounting and Regulatory Reporting</i>	5100	204,858		
	<i>Treasury Services</i>	5100	551,410		
	<i>Marketing Services</i>	5100	367,607		
	<i>Special Education Oversight and Liability</i>	5100	0	919,017	
	<i>Contractual Service Credit</i>	5100	0		
	<i>School Administration</i>	5100	2,205,640		
	<i>Title I - SES Tutoring</i>	5100	0		
	<i>Special Education Direct Services</i>	5100	0	1,133,467	

Add Title I restricted staff expenses here

12,112,957.65 (1,223,178.79)
plus June accruals 1,223,178.79
(0.00)

Add Title I restricted staff expenses here

Add Title II costs for tuition reimbursement

17,066,452.46 (1,223,178.79)
plus June accruals 1,223,178.79
(0.00)

Move restricted lottery to 4100

Travel and Conferences		5200	116,874	0	116,874
	Travel and Conferences - Teachers	5200	5,825		
	Travel and Conferences - Administration	5200	20,970		
	Board Expenses	5200	2,856		
	Student Activities	5200	87,224		
Dues and Memberships		5300	49,921	0	49,921
	Dues	5300	49,921		
Insurance		5400	9,182	0	9,182
	Insurance - D&O	5400	9,182		
Operations and Housekeeping Services		5500	17,595	0	17,595
	Maintenance & Repair	5500	17,595		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	266,828	0	266,828
	Copiers/Reproduction	5600	15,169		
	Rent	5600	202,106		
	Rent Operating Expense	5600	25,004		
	Rent Storage Unit	5600	6,244		
	Utilities	5600	18,306		
Professional/Consulting Services and Operating Expnd.		5800	1,460,828	0	1,460,828
	Student Testing & Assessment	5800	303,844		
	Staff Recruiting	5800	12,220		
	Staff Training / Prof. Dvlpmnt.	5800	391,576		
	Team Building	5800	10,468		
	M&T Credit Suspense	5800	0		
	Banking Fees	5800	2,046		
	Financial Audit	5800	21,472		
	District Oversight	5800	341,179		
	District Administration	5800	1,200		
	STRS Reporting	5800	21,642		
	Accreditation and Consulting	5800	1,060		
	Internet Subsidy Payment Processing	5800	69,850		
	Legal	5800	61,978		
	Science Lab	5800	57,191		
	Science Lab - Other Contracted Services	5800	23,911		
	Other School Contracted Services	5800	14,072		
	Other School Expenses	5800	2,117		
	Prop 39 Clean Energy Planning	5800	0		
	AERIES	5800	12,844		
	LiveSpeech	5800	26,880		
	Math Time to Talk	5800	25,080		
	Summer School	5800	60,199		
Communications		5900	410,989	0	410,989
	ISP Payment Reimbursement	5900	191,119		
	Curriculum Postage	5900	180,477		
	Office Postage	5900	17,929		
	High Speed Internet	5900	14,467		
	Phone	5900	6,997		
Total, Services and Other Operating Expenditures			8,300,960	2,052,484	10,353,444
6. Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	1,807	0	1,807
	Total, Capital Outlay		1,807	0	1,807
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			32,419,955	3,817,663	36,237,619

Some training costs will be allocated to restricted for Title I and II

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,723,673	(1,982,006)	1,741,667
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)		3,723,673	(1,982,006)	1,741,667
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	449,679	0	449,679
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c. Adjusted Beginning Balance		449,679	0	449,679
2. Ending Fund Balance, June 30 (E + F1c)		4,173,352	(1,982,006)	2,191,346
Components of Ending Fund Balance (Optional):				
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	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	4,173,352	(1,982,006)	2,191,346
G. ASSETS				
1. Cash				
In County Treasury	9110	6,681,253	0	6,681,253
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
In Banks	9120	5,448,117	0	5,448,117
In Revolving Fund	9130	250	0	250
With Fiscal Agent	9135	0	0	0
Collections Awaiting Deposit	9140	0	0	0
Investments	9150	0	0	0
Accounts Receivable	9200	5,608,775	0	5,608,775
Due from Grantor Government	9290	0	0	0
Stores	9320	0	0	0
Prepaid Expenditures (Expenses)	9330	67,390	0	67,390
Other Current Assets	9340	20,287	0	20,287
Capital Assets (for accrual basis only)	9400-9499	30,715	0	30,715
9. TOTAL ASSETS		17,856,787	0	17,856,787
H. LIABILITIES				
1. Accounts Payable	9500	16,402,428	0	16,402,428
2. Due to Grantor Government	9590	0	0	0
3. Current Loans	9640	0	0	0
4. Deferred Revenue	9650	504,423	0	504,423
Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6. TOTAL LIABILITIES		16,906,851	0	16,906,851
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		949,936	0	949,936

500,256.57 1,241,410.38
June comp accruals 1,223,178.79
Amount to correct 18,231.59
for final report

(1,241,410)
Once adjustments are made this will balance

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2019 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Support Brands LLC
Nonpublic School/Agency

LEA Name

By: Lauren Holoka 8/16/19
Signature Date

By: _____
Signature Date

Lauren Holoka - Owner
Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Lauren Holoka - Owner
Name and Title
Support Brands LLC
Nonpublic School/Agency/Related Service
Provider
216 Hoeffcker Rd
Address
Phoenixville PA 19460
City State Zip
610-324-8950
Phone Fax
lauren@therapyserve.com
Email

Name and Title

LEA

Address

City State Zip

Phone Fax

Email

Additional LEA Notification
(Required if completed)

Name and Title

Address

City State Zip

Phone Fax

EXHIBIT A: 2019-2020 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Support Brands LLC

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO or FTE CASE LOAD: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program:

(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

Service	Rate	Period
Intensive Individual Services (340)	_____	_____
Language and Speech (415)	<u>\$90.00/hr</u>	_____
Adapted Physical Education (425)	<u>\$90.00/hr</u>	_____
Health and Nursing: Specialized Physical Health Care (435)	_____	_____
Health and Nursing: Other Services (436)	_____	_____
Assistive Technology Services (445)	<u>\$90.00/hr</u>	_____
Occupational Therapy (450)	<u>\$90.00/hr</u>	_____
Physical Therapy (460)	<u>\$90.00/hr</u>	_____
Individual Counseling (510)	_____	_____
Counseling and Guidance (515)	_____	_____
Parent Counseling (520)	_____	_____
Social Work Services (525)	<u>\$90.00/hr</u>	_____

Psychological Services (530)	<u>\$1,200 flat</u>	_____
Behavior Intervention Services (535)	<u>\$120.00 /hr</u>	_____
Specialized Services for Low Incidence Disabilities (610)	_____	_____
Specialized Deaf and Hard of Hearing (710)	_____	_____
Interpreter Services (715)	_____	_____
Audiological Services (720)	_____	_____
Specialized Vision Services (725)	_____	_____
Orientation and Mobility (730)	<u>\$90.00/hr</u>	_____
Specialized Orthopedic Services (740)	_____	_____
Reader Services (745)	_____	_____
Transcription Services (755)	_____	_____
Recreation Services, Including Therapeutic (760)	_____	_____
College Awareness (820)	_____	_____
Work Experience Education (850)	_____	_____
Job Coaching (855)	_____	_____
Mentoring (860)	_____	_____
Travel Training (870)	_____	_____
Other Transition Services (890)	_____	_____
Other (900) SLP / OT / PT	<u>\$90.00/hr</u>	_____
Other (900) Evaluations	<u>\$150.00/hr</u>	_____
RN Evaluation		

**Resolution of California Online Public Schools,
the Governing Board of California Connections Academy Central Coast
To Establish a Fund, in accordance with Specified Code Section:
Charter School Fund**

Whereas, the governing board of California Connections Academy Central Coast Charter School is desirous of maintaining a Charter School Fund independent of its sponsoring district; and

Whereas, Education Code Section 47651 authorizes the establishment of a Charter School Fund;

Now, Therefore Be It Resolved that the governing board of California Connections Academy Central Coast Charter School hereby requests that the Santa Barbara County Auditor's Office and the Santa Barbara County Education Office establish a Charter School Fund for California Connections Academy Central Coast Charter School;

And, Be It Further Resolved, that the interest earned on moneys deposited in the established Charter School Fund remains in the fund.

Approved, Passed and Adopted this 27th day of August, 2019 by the following vote:

Ayes: _____

Noes: _____

Absent: _____

Abstain: _____

(Signed) _____

Adam Pulsipher, Board Secretary

**Resolution of California Online Public Schools,
the Governing Board of California Connections Academy Monterey Bay
To Establish a Fund, in accordance with Specified Code Section:
Charter School Fund**

Whereas, the governing board of California Connections Academy Monterey Bay Charter School is desirous of maintaining a Charter School Fund independent of its sponsoring district; and

Whereas, Education Code Section 47651 authorizes the establishment of a Charter School Fund;

Now, Therefore Be It Resolved that the governing board of California Connections Academy Monterey Bay Charter School hereby requests that the Santa Cruz County Office of Education establish a Charter School Fund for California Connections Academy Monterey Bay Charter School;

And, Be It Further Resolved, that the interest earned on moneys deposited in the established Charter School Fund remains in the fund.

Approved, Passed and Adopted this 27th day of August, 2019 by the following vote:

Ayes: _____

Noes: _____

Absent: _____

Abstain: _____

(Signed) _____

Adam Pulsipher, Board Secretary